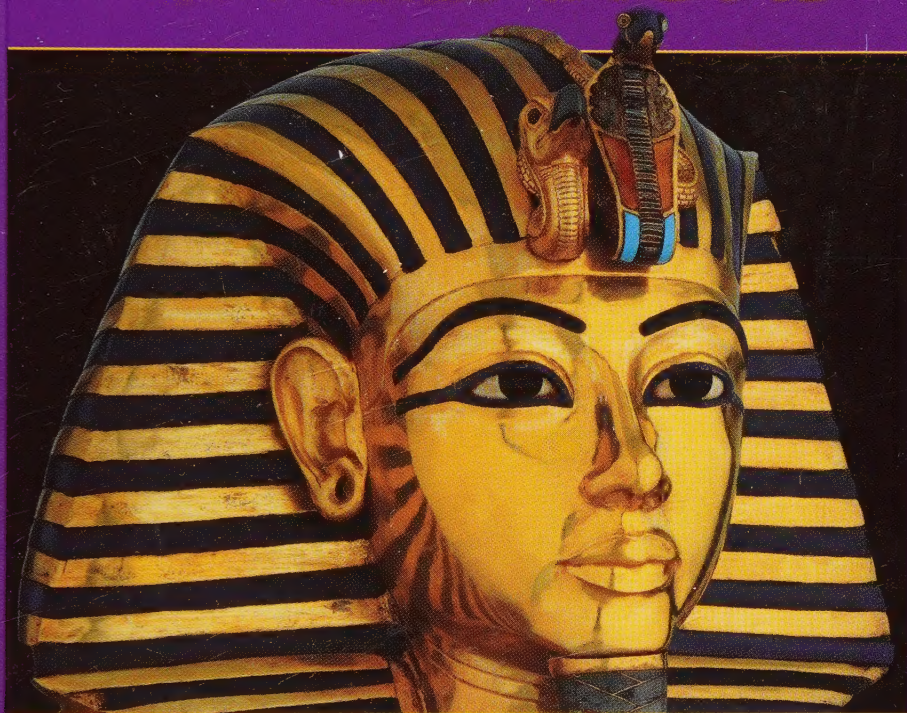


AYP Monitoring Assessments

CALIFORNIA

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ANCIENT CIVILIZATIONS



Provide Universal Access Through Year-Long Progress Monitoring

- ♦ Screen reading skills for proper intervention
- ♦ Diagnose skills in social studies, critical thinking, and writing
- ♦ Provide direction for remediation
- ♦ Check progress towards mastery of California History Social-Science Standards with Benchmark and Outcome Tests

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AYP Monitoring Assessments

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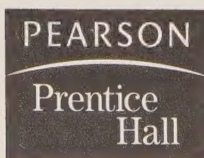
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ANCIENT
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AYP Monitoring
Assessments

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Table of Contents

How to Use This Book	iv
Screening Test	1
Diagnosing Readiness Tests	6
Test 1—Geographic Literacy	6
Test 2—Visual Analysis	9
Test 3—Critical Thinking and Reading	12
Test 4—Vocabulary	18
Test 5—Writing	22
Correlation to Program Resources	26
Benchmark Test 1.....	33
Benchmark Test 2.....	37
Report Sheets 1–2.....	41
Midyear Outcome Test	43
Benchmark Test 3	49
Benchmark Test 4	53
Report Sheets 3–4	57
Final Outcome Test	59
Answer Key	65

How to Use This Book

AYP Monitoring Assessments provides a clear path to adequate yearly progress through systematic testing and recommendations for remediation. Progress monitoring at regular intervals ensures that students understand key content before moving on in the course. With the results of these tests, you will know when to modify instruction because a class is having difficulty and when to assign remediation because individual students need more help.

Beginning the Year: Establishing the Baseline

Teaching for adequate yearly progress (AYP) begins with evaluating student strengths and weaknesses. Before launching into the curriculum, you need to know how well your students read and how proficient they are in social studies skills. Use the following tests to measure student readiness for your course.

Screening Tests (pages 1–5)

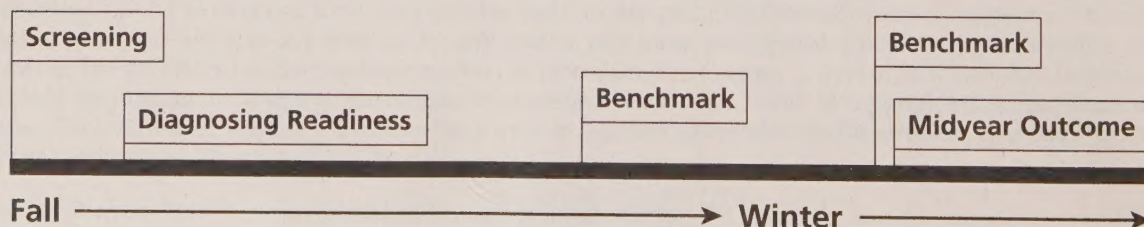
Administer the Screening Tests to evaluate students' ability to read the textbook. A score of 50% or less identifies students who are reading two or more years below grade level. You may wish to consider placing them in intensive intervention. Or you may consider having these students use the *Interactive Reading and Notetaking Study Guide, Adapted version*, as their primary text. For students with lesser difficulties, you can use the recommendations for Universal Access in the Teacher's Edition of your textbook.

Diagnostic Tests (pages 6–25)

The Diagnosing Readiness Tests measure your students' abilities in skills essential to success in social studies. There are tests in each of the following categories:

- Geographic Literacy
- Visual Analysis
- Critical Thinking and Reading
- Vocabulary
- Writing

Once you have test results, consult the correlation table in this book to locate program resources for instruction and practice in individual skills. Repeat these tests as least once more during the year to gauge student progress and identify skills needing improvement.



Monitoring Progress Over the Year

The section and chapter assessments in the Student Edition and Teaching Resources measure understanding of what students have learned on a short-term basis. To measure student retention over time, it is important to administer Benchmark tests and refocus instruction based on test results.

Benchmark Tests (pages 33–39, 49–56)

Benchmark testing is at the heart of progress monitoring and student achievement. At specified intervals throughout the year, give Benchmark Tests to evaluate student progress toward mastery of essential content. Every Benchmark Test contains a Reviewing Past Learnings section. Questions in this section help students review content from earlier in the course. All questions on the Benchmark Tests correlate to California History-Social Science Standards. Questions have been selected to reflect the weighting indicated by the Grade 8 Test Blueprint.

Critical to student achievement is analyzing Benchmark Tests results to adapt your teaching to student needs. Item tallies will show you areas where the whole class is having difficulty and thus merit reteaching. Items with just a few incorrect answers indicate that only certain students need remediation assignments.

Report Sheets (pages 41–42, 57–58)

The student Benchmark Test report sheet identifies

- test by number _____
- correlated standards _____
- student performance on each test item _____
- relevant assignments in the *Interactive Reading and Notetaking Study Guide* for remediation of items that students have missed. _____

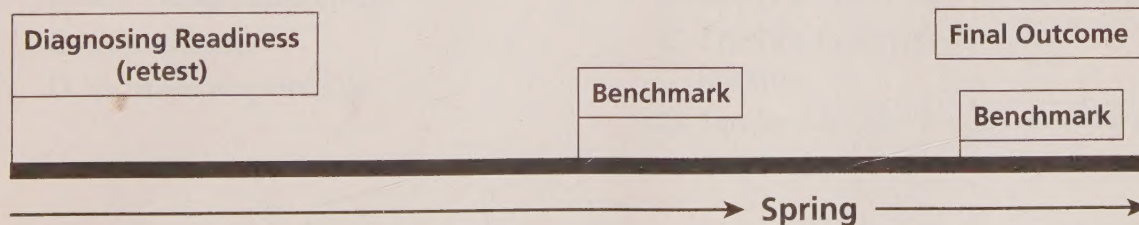
Name _____ Class _____ Date _____					
Report Sheet					
Benchmark Test 2					
Overall Score _____					
Question	Chapter and Section	Standard	Needs Review	Interactive Reading and Notetaking Study Guide pages	Completed
1.	8.1	8.5.1		72-73	
2.	8.3	8.5.2		78-79	
3.	8.3	8.5.4		78-79	
4.	8.3	8.5.4		78-79	
5.	7.1	8.5.3		82-84	
6.	8.1	8.5.3		84-86	
7.	8.2	8.5.6		106-109	
8.	8.3	8.5.7		111-113	
9.	10.1	8.5.2		116-120	
10.	10.2	8.5.1		122-123	
11.	10.3	8.5.1		125-126	
12.	11.2	8.5.3		133-134	
13.	11.3	8.6.8		136-137	
14.	12.1	8.6.5		141-142	
15.	12.3	8.6.7		147-148	
16.	12.2	8.6.6		144-145	
17.	1.2	8.1.1		5-6	
18.	3.2	8.4.9		16-17	
19.	3.3	8.2.9		23-24	
20.	5.1	8.3.3		58-59	

Ending the Year

Modifying your teaching as indicated by the results of the Screening, Diagnosing Readiness, and Benchmark tests throughout the school year sets the stage for your students to achieve adequate yearly progress.

Midyear and Final Outcome Tests (pages 43–48, 59–64)

Administer the Outcome Tests to see how well students have mastered course content. Like the Benchmark Tests, Outcome Test items are correlated to course standards.



Screening Test

Directions: Read each passage and answer the questions that follow it. Mark the letter of the best answer to each question.

On the first day of art class, Ms. Rodak gave some unusual homework. "I'd like you to look at everyday objects with new eyes," she said. "Look at these things as though you've never seen them before."

When she went home that day, Trudy walked through different rooms of her house. She studied the carpet and the wallpaper. She noticed that the living room ceiling was a different color from the walls. There was a painting of vegetables in a wagon on one of the walls. It had hung there since Trudy was a baby, but she never had paid attention to it before.

"Mom?" Trudy called as she stood mesmerized by the painting. "Where did this come from?"

Trudy's mother came into the room. She said, "Your grandfather painted that for your grandmother." Trudy and her mother stood facing the painting. "I wish you had been able to meet him," Trudy's mother sighed. "You would have gotten along well." She gave Trudy's shoulder a squeeze. "You're an awful lot like him."

"Do you know anything else about the painting?" Trudy asked.

"Well," Trudy's mother said, "I've forgotten what it says, but I believe there's a message on the back. Let's take it down and look."

The message was simple, but Trudy could not believe how perfect it was. The message read: "To my darling wife, who makes me see the world with new eyes."

1. Which of these events happened first?
 - A Trudy studied her grandfather's painting.
 - B Trudy read something her grandfather wrote.
 - C Trudy started her homework assignment.
 - D Trudy's mother got home from work.
2. Ms. Rodak's assignment is meant to help students
 - A become smarter.
 - B see things differently.
 - C calm down.
 - D be more responsible.
3. Paragraph 2 is mostly about Trudy's
 - A learning about her grandfather.
 - B puzzling over her homework assignment.
 - C searching for a forgotten message.
 - D looking at something with new eyes.
4. Information in the passage suggests that
 - A Trudy never knew her grandfather.
 - B Trudy's father had to work late.
 - C Trudy's grandfather was famous.
 - D Trudy told Ms. Rodak about the painting.

Screening Test (continued)

The screen door slammed shut as Lewis tossed his backpack on the kitchen table. He opened the refrigerator door and let the cool air pour over him.

"Don't leave the refrigerator door open," his dad hollered. Although it was an order, his voice carried the hint of a smile.

Lewis poured himself a glass of cold milk. He headed down the hall to what his dad called "the home office."

"What's new, Tiger?" Lewis's dad inquired, looking up from a computer. Lewis could always tell when his dad didn't mind being interrupted. This was one of those times.

"I just got my spring schedule," Lewis said. "It will be great—I have Spanish first period, English second, and math third." Lewis took a long gulp of milk before continuing. "Then there's lunch, of course. After that—science, social studies, and gym."

"I see you've arranged for gym at the end of the day again," said Lewis's dad.

"Yup," mumbled Lewis as he wiped the milk mustache from his upper lip. "That way, I can come straight home in my gym clothes and relax."

"Wait a minute. I thought you were talking about going out for tennis this spring."

"Uh, Dad," Lewis said, scrunching up his face. "You were the one talking about it, not me. Give me three good reasons why I should."

"Okay," said Lewis's dad, concentrating hard for a moment. "One—you'll develop a friendship with the other players."

"I already have that with the guys I play with in the city basketball league."

Lewis's dad went on. "Two—it will keep you fit and prevent you from getting bored after school."

"That's only two reasons, but whose counting?"

Lewis's dad could see he was getting nowhere fast. He looked Lewis square in the face and said, "Three—I need a new tennis partner. I've been hoping you'd take up tennis so I wouldn't have to start interviewing someone else."

Lewis melted on the spot. At least he knew why his dad had been pestering him about tennis. "Aw, Dad. Why didn't you say so earlier? Come on, you look like you need a break. I'll pour you a cold glass of milk and then—" he smiled over his left shoulder on his way to the kitchen, "and then we'll go visit the tennis courts."

Screening Test *(continued)*

5. In this story, what does the author emphasize about Lewis and his father?
- A their athletic skills
 - B their sense of competition
 - C their stubbornness
 - D their ability to talk to each other
6. How does Lewis's dad know the refrigerator door is open?
- A He felt the air grow cold.
 - B He left it open himself.
 - C He knows his son's habits.
 - D He works next to the kitchen.
7. When Lewis's dad's voice "carried a hint of a smile," it meant he was
- A in a good mood.
 - B not very pleased.
 - C trying to sound like someone else.
 - D just about done with his work.
8. Why is Lewis happy about his spring schedule?
- A His classes sound challenging.
 - B He is excited to learn Spanish.
 - C He can take tennis lessons in gym class.
 - D He can come home and relax after gym class.
9. What does the author mean by "Lewis's dad could see he was getting nowhere fast"?
- A He needed to get back to work.
 - B He had some errands to run.
 - C He was unable to persuade Lewis.
 - D He needed to find a new partner quickly.
10. What is Lewis's dad's third reason for encouraging Lewis to join the tennis team?
- A He wants Lewis to stay fit.
 - B He wants Lewis to be his new tennis partner.
 - C He thinks it will help Lewis make friends.
 - D He believes his son will enjoy playing tennis.
11. The sentence "Lewis melted on the spot" suggests that Lewis is
- A suddenly aware of the heat.
 - B touched by his dad's words.
 - C ready for another glass of milk.
 - D sorry about not liking tennis.
12. What is it about the third reason that affects Lewis the most?
- A its importance
 - B its surprise
 - C its humor
 - D its honesty

Screening Test *(continued)*

Bats are unique because they are the only mammals that can fly. Most bats feast on flying insects caught in midair. Some bats, however, choose a different place to find their food: the water. Several types of bats catch fish. They achieve this feat in much the same way all bats find food.

Bats use a technique called "echolocation" to navigate while flying. Since most bats fly at night, they have to get around without using their eyes. Instead, they use their ears. A bat uses the sounds it hears to find its position while flying. The bat will periodically "chirp" or "screech." This high-pitched sound will go out and bounce off of whatever is in front of or around the bat. When the sound waves come back to the bat's incredibly sensitive ears, the bat can tell how close it is to other objects.

One particular fishing bat is called the greater bulldog bat, or just the bulldog bat. It lives in Central and South America, and its favorite cafeterias are ponds, rivers, and even the ocean. As the bulldog bat flies above the surface of the water, it "chirps." The bat can sense the small ripples made by fish swimming close to the surface of the water. When the bulldog bat finds a ripple, it flies past the ripple. Then it comes around for another pass, very close to the surface of the water.

The bulldog bat hangs its feet in the water where it thinks the fish may be swimming. If it catches one, the bat quickly stuffs the fish in its mouth and keeps on hunting. The partially chewed fish is stored in the bat's large cheek pouches. This explains where the bulldog bat got its name. Its wide face with large cheeks and swollen lips looks something like a bulldog.

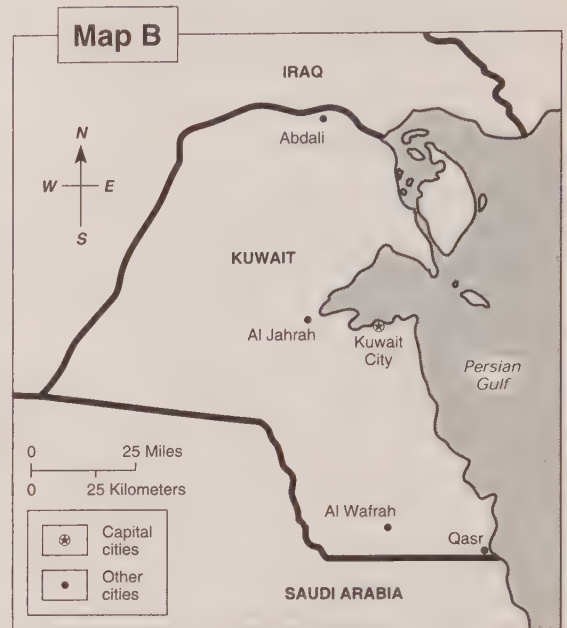
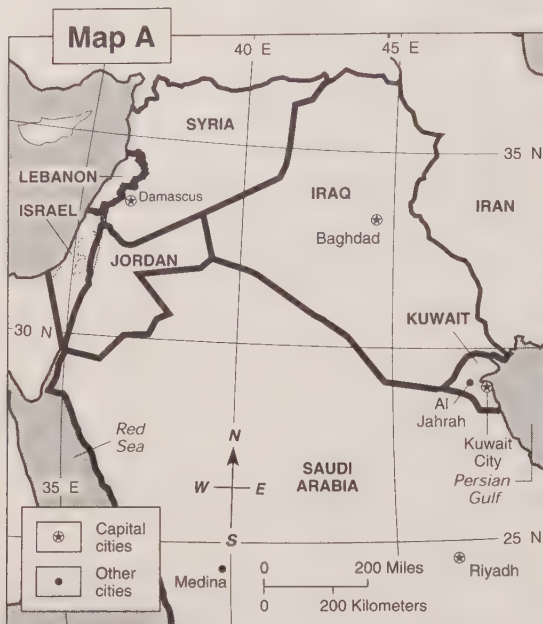
Bulldog bats are unusual because they can not only fly, but they can also swim. If a bat flies too close to the water's surface or catches a fish that is too big, it might fall into the water. This is not a problem for the bulldog bat. It can take flight directly from the water!

Screening Test (continued)

13. A bat uses echolocation
A to see clearly at night.
B to hear where things are.
C to improve its sense of smell.
D to attract its prey.
14. In the second paragraph, what is the meaning of the phrase "periodically 'chirp' or 'screech' "?
A to pretend that it is a bird
B to flap its wings to create waves
C to stop flying and hold perfectly still
D to make noise from time to time
15. What does the bulldog bat do after it has caught a fish?
A It stores the fish and hunts for another.
B It drops into the water to eat the fish.
C It makes a loud "chirping" sound.
D It carries the fish away in its feet.
16. How did the bulldog bat get its name?
A It has the personality of a bulldog.
B It has a face that resembles a bulldog's.
C It has the same diet as a bulldog.
D It has a furry body like a bulldog.
17. In the third paragraph, "favorite cafeterias" refers to
A the bat's habitat.
B the bat's hunting methods.
C the bat's diet.
D the bat's hunting grounds.
18. What seems to be the author's attitude toward bats?
A fear
B interest
C awe
D indifference
19. Which of these *best* describes the passage?
A It lists characteristics of different bats.
B It describes a bat's different senses.
C It tells details about a certain type of bat.
D It explains why bats are not to be feared.
20. What is the passage mostly about?
A an unusual bat and its hunting method
B insect-eating bats versus fisheating bats
C how certain bats get their names
D how bats are like birds

Test 1 – Geographic Literacy

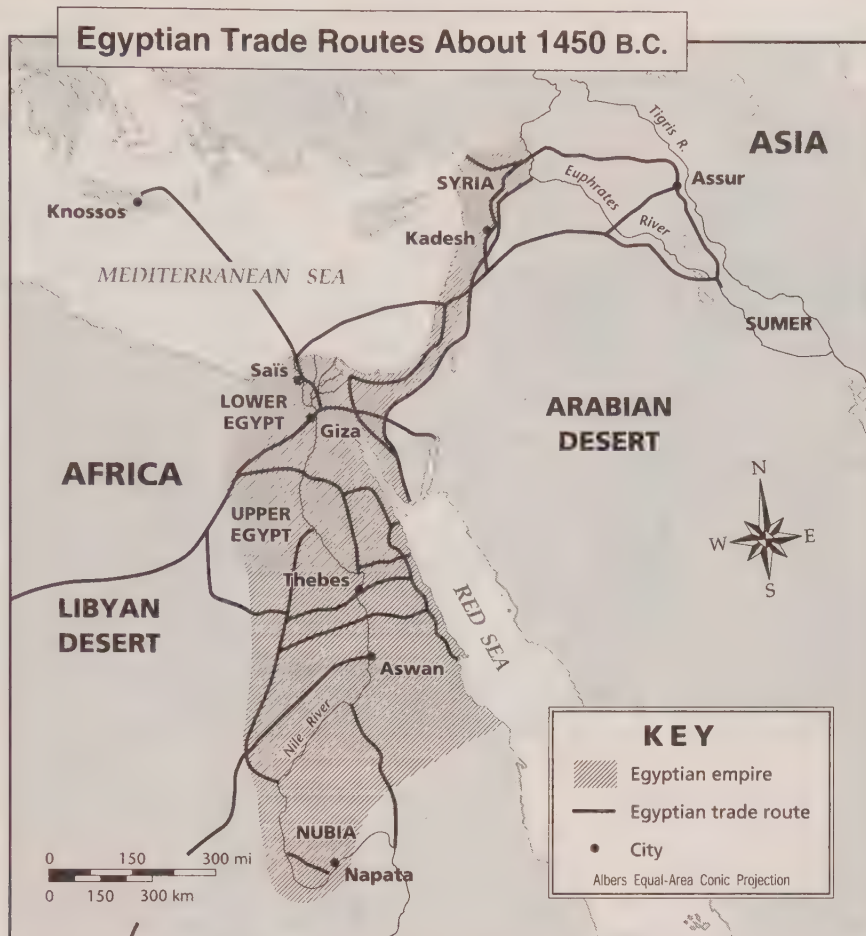
Directions: Use the maps below to answer questions 1–4.



1. The latitude of Kuwait City is closest to
 - A 25° North.
 - B 29° North.
 - C 45° North.
 - D 48° North.
2. Which country is on Kuwait's southern border?
 - A Saudi Arabia
 - B Iraq
 - C Iran
 - D Al Jahrah
3. What does Map A tell you that Map B does not?
 - A the capital of Kuwait
 - B the name of the Persian Gulf
 - C the location of Syria, Jordan, and Iran
 - D the distance from Al Jahrah and Kuwait City
4. What does Map B tell you that Map A does not?
 - A Kuwait's latitude and longitude
 - B the shape of Kuwait's coastline
 - C the location of the Red Sea
 - D the distance from Baghdad to Kuwait City

Test 1—Geographic Literacy *(continued)*

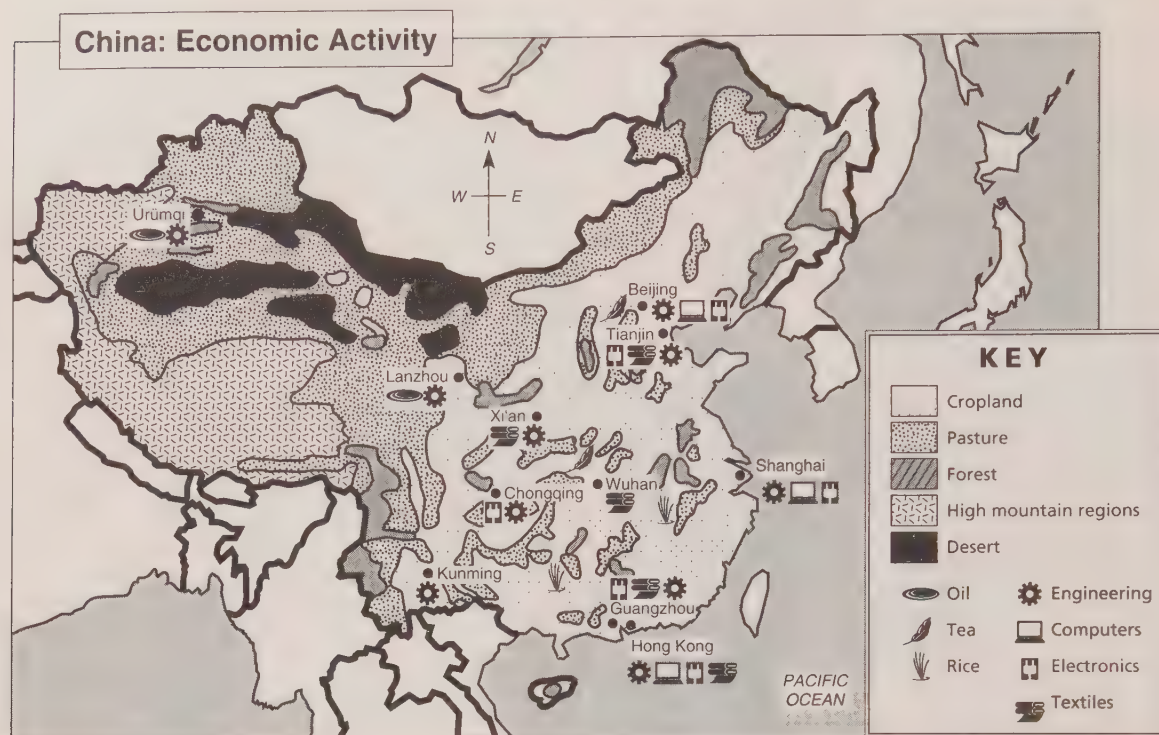
Directions: Use the map below to answer questions 5–8.



5. Going from Thebes to Saïs, a traveler would pass through
 - A Knossos.
 - B Kadesh.
 - C Assur.
 - D Giza.
6. A traveler would cross the ocean to travel from Saïs to
 - A Knossos.
 - B Napata.
 - C Thebes.
 - D Aswan.
7. Which two cities are nearest to each other?
 - A Knossos and Saïs
 - B Saïs and Giza
 - C Giza and Thebes
 - D Thebes and Napata
8. Which city is located on the Nile River?
 - A Kadesh
 - B Assur
 - C Napata
 - D Knossos

Test 1—Geographic Literacy (continued)

Directions: Use the map below to answer questions 9–12.

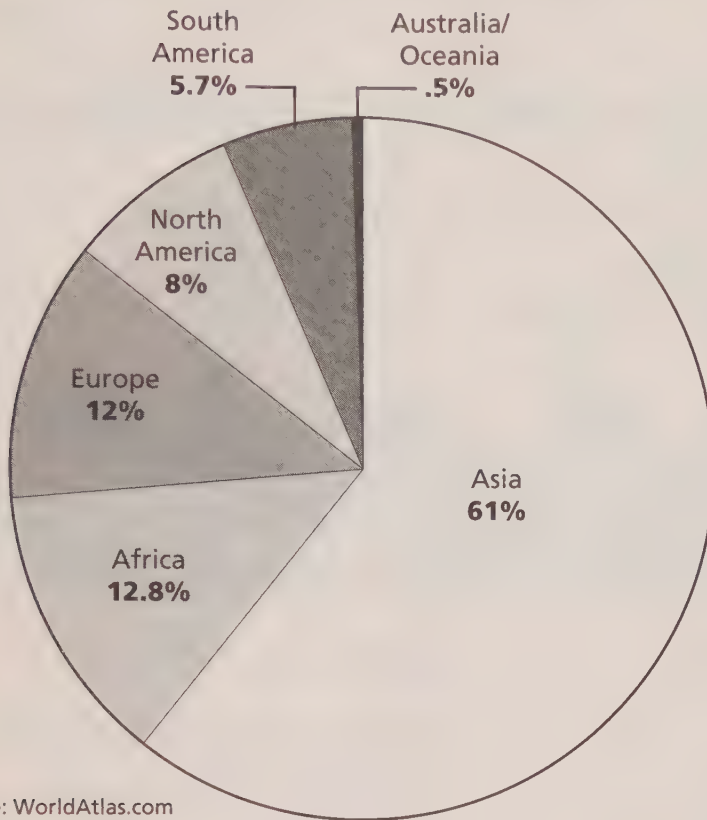


9. On this map, black shading represents
- A an industrial area.
B a large city.
C cropland.
D desert.
10. Which kind of economic activity takes place in the city of Kunming?
- A engineering
B electronics
C textile manufacturing
D oil drilling
11. In which part of China is rice grown?
- A the west
B the northeast
C the southeast
D central China
12. According to the map, which city has the most varied economic activity?
- A Beijing
B Hong Kong
C Guangzhou
D Tianjin

Test 2—Visual Analysis

Directions: Use the pie chart to answer questions 1–4.

World Population by Continent

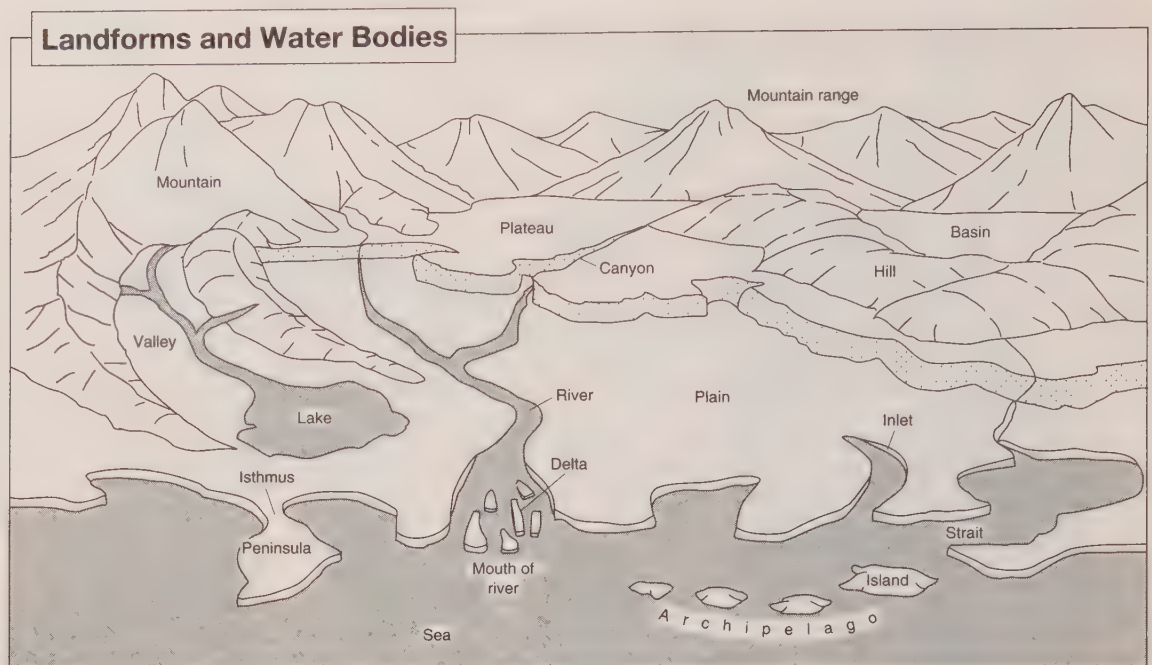


Source: WorldAtlas.com

- Which continent has the largest population?
A Asia
B Africa
C Europe
D North America
- What percentage of the world's population lives in Africa?
A 61 percent
B 13 percent
C 12 percent
D 8 percent
- What percentage of the world's population lives in North America and South America?
A 6 percent
B 8 percent
C 13 percent
D 14 percent
- Which has the smallest population?
A Australia/Oceania
B South America
C North America
D Europe

Test 2—Visual Analysis (continued)

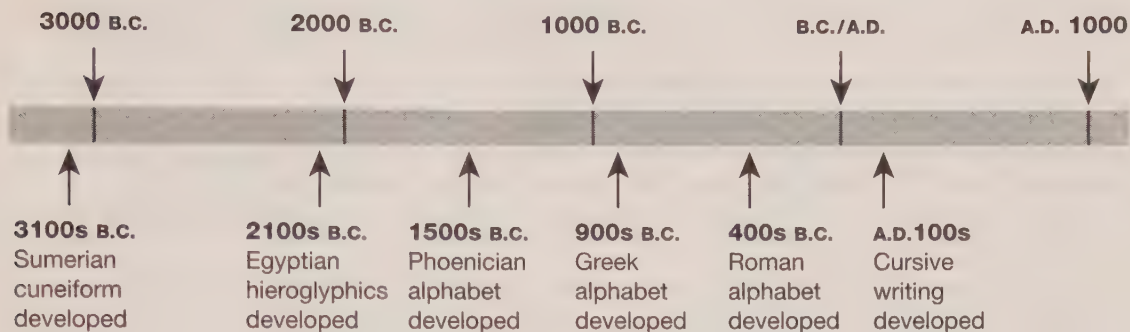
Directions: Use the diagram to answer questions 5–8.



5. What is an archipelago?
- A a large island
 - B a group of islands
 - C the mouth of a river
 - D an area of land almost completely surrounded by water
6. What is a strait?
- A a narrow body of water between two landmasses
 - B a narrow piece of land between two bodies of water
 - C a river that empties into the sea
 - D a river that does not have a delta
7. Compared with a plain, a plateau has
- A more rivers cutting through it.
 - B higher mountains.
 - C large lakes and valleys.
 - D a higher elevation.
8. Compared with hills, mountains are
- A wetter.
 - B drier.
 - C higher.
 - D lower.

Test 2—Visual Analysis (continued)

Directions: Use the diagram to answer questions 9–12.

Development of Writing

9. What happened around the year 2000 B.C.?
- A The Sumerians invented cuneiform.
 - B The Egyptians invented hieroglyphics.
 - C The Phoenicians developed their alphabet.
 - D The Romans developed their alphabet.
10. Which event happened last?
- A The Egyptians invented hieroglyphics.
 - B The Phoenicians developed their alphabet.
 - C The Greeks developed their alphabet.
 - D The Romans developed their alphabet.
11. Which event happened first?
- A The Sumerians invented cuneiform.
 - B The Egyptians invented hieroglyphics.
 - C The Greeks developed their alphabet.
 - D The Romans developed their alphabet.
12. When was the Greek alphabet developed?
- A around 2100 B.C.
 - B around 1500 B.C.
 - C around 900 B.C.
 - D around 300 B.C.

Test 3—Critical Thinking and Reading

Directions: Read the passage and answer questions 1–4.

In northern Europe, scientists have discovered the remains of hundreds of prehistoric villages along the shores of lakes. Most of these remains are located in Switzerland. The villages are so well preserved that even the remains of food and cloth have been found. From these remains, scientists have learned a great deal about how ancient people in the region lived.

The villages usually had 10 to 20 rectangular houses surrounded by a wood fence. The floors and walls of the houses were made of wood, and the roofs were made of reeds. The thick forests on the nearby slopes provided the wood for building the houses and fences. The reeds for the roofs were gathered from the lakeshores.

The people of the villages fished on the lakes and farmed along the lakeshores. They grew crops of wheat, barley, beans, and peas, and raised cattle, sheep, and goats. They gathered wild plants to eat.

The lake people made a variety of tools from stone and later from bronze. They made pottery containers for cooking and storing foods. They also wove cloth of linen and wool for making clothes.

1. How do we know about the lives of the people who lived in the prehistoric villages?
 - A The people wrote poems and stories about their lives.
 - B Scientists have found remains of food, cloth, and buildings.
 - C The people stored food and clothing for later people to find.
 - D Scientists studied the lives of people who live nearby today.
2. Why did the people in the villages make tools from stone rather than from iron and steel?
 - A They did not know how to work with iron and steel.
 - B Iron and steel were not available in the area.
 - C Iron and steel would rust in the damp air near the lakes.
 - D They did not need tools made of iron and steel.
3. What is the best way to describe how the villagers obtained their food?
 - A They relied on fish and other food obtained from the lake.
 - B They obtained food through hunting and gathering.
 - C Because of poor soil, the villagers were forced to trade for their food.
 - D The villagers obtained their food in a wide variety of ways.
4. How did geography affect the type of houses the villagers built?
 - A They learned how to build their houses from neighboring villagers.
 - B They built their houses on stilts to resist flooding from the lakes.
 - C They built their houses out of materials they found nearby.
 - D They traded with people for tools and stones to use for building.

Test 3—Critical Thinking and Reading (continued)

Directions: Read the paragraph and answer questions 5 and 6.

The Tigris and Euphrates rivers were the source of life for the peoples of Mesopotamia. In the spring, melting snow picked up tons of topsoil as it rushed down from the mountains and flooded the land. The floods left this topsoil on the plain below. Farmers grew crops in this soil. The rivers also supplied fish; tall, strong reeds for making boats; and clay for building.

5. Which sentence states the main idea of the paragraph?
- A The Tigris and Euphrates rivers were the source of life for the peoples of Mesopotamia.
 - B In the spring, melting snow picked up tons of topsoil as it rushed down from the mountains and flooded the land.
 - C The floods left this topsoil on the plain below.
 - D Farmers grew crops in this soil.
6. What would be the best title for this paragraph?
- A "Floods in Ancient Mesopotamia"
 - B "The Danger of Farming on the Floodplain"
 - C "Mesopotamia: The First Civilization"
 - D "Rivers: The Ancient Source of Life"
 - E

Directions: Read the paragraph and answer questions 7 and 8.

Writing developed in Mesopotamia around 3100 B.C. Long before Hammurabi issued his code, the people of Sumer developed a system of writing. Writing met the need of Sumerians to keep records. Record keepers were very important—and busy—people in Sumer. The Sumerians' earliest written documents are records about farm animals. Since only a few people could write, it was one of the most valuable skills in the ancient world. Scribes held positions of great respect in Mesopotamia.

7. Why did the people of Sumer develop a writing system?
- A to record their history
 - B to write poems and stories
 - C to keep track of their wealth
 - D to leave information for historians
8. Which statement presents information relevant to the paragraph?
- A Mesopotamia was ruled by kings.
 - B Sumerians believed in many gods.
 - C Hammurabi's Code of laws also developed in Mesopotamia.
 - D Schools were set up in Sumer to teach people to be scribes.

Test 3—Critical Thinking and Reading (continued)

Directions: Read the passage and answer questions 9–12.

The Sirens: A Greek Myth from the Adventures of Ulysses,
retold by Bernard Evslin

"In the first light of the morning Ulysses awoke and called his crew about him. 'Men,' he said. 'Listen well, for your lives today hang on what I am about to tell you. The large island to the west is Thrinacia, where we must make landfall, for our provisions run low. But to get to the island we must pass through a narrow strait. And at the head of the strait is a rocky islet where dwell two sisters called Sirens, whose voices you must not hear. Now I shall guard you against their singing, which would lure you to shipwreck, but first you must tie me to the mast. Tie me tightly, as though I were a dangerous captive. And no matter how I struggle, no matter what signals I make to you, do not release me, lest I follow their voices to destruction, taking you with me.'

Thereupon Ulysses took a large lump of the beeswax . . . and kneaded it in his powerful hands until it became soft. Then he went to each man of the crew and plugged his ears with soft wax; he caulked their ears so tightly they could hear nothing but the thin pulsing of their own blood. . . .

Ulysses had left his own ears unplugged because he had to remain in command of the ship and had need of his hearing. Every sound means something upon the sea. But when they drew near the rocky islet and he heard the first faint strains of the Sirens' singing, then he wished he, too, had stopped his own ears with wax. All his strength suddenly surged toward the sound of those magical voices. The very hair of his head seemed to be tugging at his scalp, trying to fly away. His eyeballs started out of his head."

9. What probably happened to other ships that tried to reach the island?
 - A The Sirens attacked their crews and captured them.
 - B They turned around and returned home.
 - C The Sirens attacked their crews and drowned them.
 - D They crashed on the rocks and were destroyed.
10. What would *most likely* happen if the crew untied Ulysses?
 - A The Sirens would capture him.
 - B He would turn the ship around.
 - C He would lead the crew to shipwreck.
 - D He would jump overboard and drown.
11. What *most likely* happened after the crew's ears were blocked?
 - A The crew members tied Ulysses to the mast.
 - B The crew members refused to follow orders.
 - C Ulysses blocked his own ears.
 - D Ulysses explained the danger of the Sirens.
12. How believable is this source about life at sea in ancient Greece?
 - A very believable, because it describes the island and sea well
 - B not believable, because it says the singing can cause a shipwreck
 - C not believable, because Bernard Evslin retold the story
 - D very believable, because the crew obeyed their captain

Test 3—Critical Thinking and Reading *(continued)*

Directions: Read the passage and answer questions 13–16.

Modern humans had lived as hunters and gatherers for hundreds of thousands of years. Why did they begin to grow crops? Scientists who study modern hunter-gatherer groups have found that they work fewer hours per day than farmers. They also obtain a more varied diet.

Scientists have suggested many explanations for the rise of farming. A growing population might have run out of food. In fact, today's hunting groups tend to have low populations.

A more likely reason is climate change. Around 12,000 years ago, the climate grew warmer. Many different kinds of plants grew. Wild grasses like wheat and rye flourished. Then, around 12,500 years ago, the climate suddenly grew colder. In the colder climate it was hard to find enough food. So people perhaps experimented with the seeds of formerly abundant grasses. Over many years, they developed better ways of storing the seeds. Next, they began planting the seeds of the best-yielding plants year after year.

13. According to the first paragraph, what was one cost of farming over hunting and gathering?
 - A Farmers have a less varied diet.
 - B Farmers work fewer hours per day.
 - C Farmers live in colder climates.
 - D Farming yields more food for a growing population.
14. Which sentence in the passage supports the idea that the rise of farming resulted from a growing population?
 - A Modern humans had lived as hunters and gatherers for hundreds of thousands of years.
 - B Scientists have suggested many explanations for the rise of farming.
 - C In fact, today's hunting groups tend to have low populations.
 - D Around 12,000 years ago, the climate grew warmer.
15. According to the passage, the most likely reason people began to grow crops was
 - A climate change.
 - B shortage of food.
 - C a growing population.
 - D desire to work fewer hours.
16. What happened as a result of the climate change that occurred 12,500 years ago?
 - A More wild grasses grew.
 - B The population grew.
 - C Glaciers covered the best farming areas.
 - D People ran short of food.

Test 3—Critical Thinking and Reading (continued)

Directions: Read the passage and answer questions 17–20.

Until recently, historians did not know how the Olmec civilization began. Ruins show that these people flourished from around 1500 to 500 B.C. They lived along the Gulf coast of Mexico in a low-lying, tropical area. The area has abundant fresh water and animal life. However, how so many people could live in a tropical rainforest was long a mystery.

Research at the modern town of San Lorenzo shows how one Olmec city grew. Scientists dug up a series of layers showing the city's stages. At first, a band of people lived on a small platform. They built the platform to protect themselves from floods. By 1250 B.C., these people built raised fields to grow crops. Because this type of work requires many people, the town had probably grown large. One hundred years later, there were huge statues and rich palaces.

Researchers think that San Lorenzo held 2,500 people at its height. The Olmecs earned their living through trade as well as farming. Scientists have found precious materials brought from many parts of Central America. These include silver and stones such as obsidian. By around 900 B.C., San Lorenzo seems to have shrunk in population as other nearby settlements grew. No one knows why.

17. According to the first paragraph, scientists did *not* know
 - A where the Olmecs lived.
 - B what natural resources the Olmecs had.
 - C when the Olmecs lived.
 - D how the Olmecs could feed a large population.
18. How did scientists find out how San Lorenzo grew?
 - A They asked the people who lived there.
 - B They found written records.
 - C They dug through layers of soil.
 - D They studied the present-day city.
19. According to the last paragraph, which statement about San Lorenzo is an *opinion*?
 - A The first people there lived on a small platform.
 - B The people built raised fields.
 - C As many as 2,500 people lived there.
 - D The city declined by 900 B.C.
20. What evidence shows that San Lorenzo engaged in trade?
 - A materials brought from far away
 - B large statues and palaces
 - C raised planting beds
 - D abundant wildlife and fresh water

Test 3—Critical Thinking and Reading (continued)

Directions: This passage is part of *Precepts of Ptah-Hotep*. It is a set of rules of behavior written in Egypt around 2200 B.C. Ptah-Hotep was a man of high rank who wrote these rules for other people to follow. Read the passage and answer questions 21–24.

If you are among the persons seated at meat in the house of a greater man than yourself, take that which he gives you, bowing to the ground. Regard that which is placed before you, but point not at it; do not look at it frequently. He is a blameworthy person who departs from this rule. Speak not to the great man more than he requires, for one knows not what may be displeasing to him. Speak when he invites you and your worth will be pleasing. As for the great man who has plenty of means of existence, his conduct is as he himself wishes. He does that which pleases him. If he desires to rest, he realizes his intention. The great man stretching forth his hand does that to which other men do not attain. But as the means of existence are under the will of Ptah, one can not rebel against it. . . .

If you lower yourself in obeying a superior, your conduct is entirely good before Ptah. Knowing who you ought to obey and who you ought to command, do not lift up your heart against him. As you know that in him is authority, be respectful toward him. . . . Wealth comes only at Ptah's own good-will, and his caprice only is the law. . . .

21. According to Ptah, how should people behave with those of higher rank?
- A politely
 - B proudly
 - C humbly
 - D rudely
22. Ptah says that when in the presence of a great man, you should try to
- A please him.
 - B get rich.
 - C make yourself look good.
 - D behave as he does.
23. Based on this passage, people in ancient Egypt *most likely* believed that
- A all citizens had equal rights.
 - B great men often made mistakes.
 - C great men deserved their wealth and power.
 - D the gods would make humble people rich and powerful.
24. Which statement would Ptah most likely *disagree* with?
- A People should accept the position they are born to.
 - B People should have the opportunity to succeed.
 - C Rulers receive their power from the gods.
 - D Rulers do not have to obey the laws.

Test 4—Vocabulary

Directions: Read the passage and answer questions 1–4.

The first known Egyptian ruler, Narmer, lived around 5,000 years ago. Little is known about his life, but there is no doubt that Narmer was a *capable* ruler. During Narmer's lifetime and for hundreds of years before, many small chiefs competed with one another in the Nile valley. Narmer managed to *accomplish* something new in the region: he brought many of these chiefdoms together into a single civilization. The civilization he *established*, known at first simply as "Two Kingdoms," lasted for 3,000 years. We know Narmer's name only because it appears on Egyptian king lists. We know nothing about his life, what he looked like, or how he thought and behaved. But even so, we can *appreciate* his success.

1. In this passage, capable means
 - A skilled.
 - B warlike.
 - C cruel.
 - D ancient.
2. What word could be used instead of *accomplish*?
 - A conquer
 - B achieve
 - C build
 - D bring
3. The word *established* has a Latin root that means "stand firm." In this passage, *established* means
 - A named.
 - B ended.
 - C started.
 - D described.
4. You can tell from the passage that *appreciate* means
 - A become more valuable.
 - B welcome.
 - C criticize.
 - D recognize.

Test 4—Vocabulary (continued)

Directions: Read the passage and answer questions 5–8.

Ancient people set up a hunting camp at a place called Star Carr in northern England around 8,000 years ago. It is an area of swamps and shallow lakes. Scientists discovered this *site* in the 1940s. They spent several years working there. They *investigated* the plants, bones, and tools the ancient people left behind. Their work led to a complete picture of how people lived at the time. However, another group carried out *research* at the same place in the 1990s. Using new scientific *methods*, they made many new discoveries. They found that ancient people had settled a much bigger area than the first scientists thought. They also found that people had lived there for hundreds of years.

5. In this passage, the word *site* means a
 - A bone tool.
 - B place.
 - C kind of plant.
 - D lake.
6. The word *investigate* has a Latin root that means a “trace” or a “footprint.” This helps you understand that the word means to
 - A study carefully.
 - B dig quickly.
 - C use completely.
 - D use a magnifying glass.
7. In this passage, *research* means
 - A reading and writing
 - B a new way of life
 - C scientific work
 - D a new discovery
8. In this passage, the word *methods* means
 - A tools of ancient people.
 - B ways of doing things.
 - C lab equipment.
 - D ancient people.

Test 4—Vocabulary (continued)

Directions: Read the passage and answer questions 9–12.

People have lived in the area that is now Koster, Illinois, for over 9,000 years. It is a place with plenty of water in both its streams and lakes. The first groups to live there, scientists think, built short-term hunting camps. They used the area for only part of the year. Later people built sturdier, more permanent *structures* to live in. These people probably *occupied* the area year-round. Like many hunting groups, they probably traveled for part of the year to follow the deer herds. However, Koster became their *primary* home. There they fished in the rivers, gathered many different types of wild plants, and hunted birds and other game. Over time, they built a large *community* that they lived in for thousands of years.

9. In this passage, the word *structures* means
- A walls.
 - B camps.
 - C tents.
 - D houses.
10. You can tell from the passage that *occupied* means
- A in use.
 - B lived in.
 - C busy.
 - D rented out.
11. The word *primary* comes from a Latin word that means “first.” Which word means the same thing as *primary* in this passage?
- A main
 - B political
 - C central
 - D key
12. A *community* is a
- A tribe.
 - B settlement.
 - C nation.
 - D population.

Test 4—Vocabulary (continued)

Directions: Read the passage and answer questions 13–16.

The Harappan people of India developed an important civilization in the Indus River valley. Farmers and herders had lived in the area for thousands of years. Around 2600 B.C., they suddenly *expanded* their territory and began to build large cities. They built at least five *major* cities and hundreds of smaller settlements. Some scientists believe this happened because of trade with the Sumerians. These people lived to the west of the Harappans. At about this time, the Sumerians began to *obtain* spices, gold, silver, and ivory from neighboring people. The Harappans became rich by selling these *luxury* goods. As a result, they built huge cities that lasted for thousands of years.

13. In this passage, *expanded* means
- A increased.
 - B reduced.
 - C lost.
 - D found.
14. *Major* means the same as
- A old.
 - B new.
 - C big.
 - D small.
15. What does *obtain* mean in this passage?
- A steal
 - B buy
 - C sell
 - D find
16. *Luxury* goods are things that people
- A eat and drink.
 - B use or wear.
 - C sell to others for profit.
 - D like but do not need.

Test 5—Writing: A

Directions: Read the passage about ancient Roman schools. Then complete the chart comparing Roman schools and American schools of today.

At age six or seven, a Roman child was sent to school to study reading, writing, and arithmetic. School began at dawn and lasted into the afternoon. Students sat on stools and held their writing materials on their laps. They copied, memorized, and recited passages from books. Abilities to memorize and imitate were highly prized. Students who did well received rewards such as cookies and cakes. Students who did poorly got beatings with a cane.

Students from wealthy families often had slaves who went with them to school. The slaves carried books and helped with lessons. Some rich students had private tutors who taught them at home. Many of the slaves and tutors were Greek.

Every eighth day, the students had a day off. They also got short breaks in winter and spring and a long one in summer. Elementary school lasted for five or six years.

Ancient Roman Schools and American Schools

	School in the Roman Empire	American Schools Today
Subjects Taught		
Ways of Learning		
Methods of Reward and Punishment		
Years of Elementary School		

Test 5—Writing: B

Directions: Read the passage. Then complete the assignment in the space provided.

Your social studies teacher has assigned a report on daily life in ancient Greece. You are to find pictures to illustrate your ideas. You must find information in books, encyclopedias, and on the Internet. You may need to go to the library or to a local museum to gather information. After you write your report, you will present it to the class as a poster. You must also talk for five minutes about what you have learned. Then you will hand in both the poster and the report.

Write a paragraph in which you explain the steps you will take to complete this assignment. Be sure to include the order in which you will complete all the steps.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Test 5—Writing: D

Compared with people in other countries, Americans do not know very much about world geography. Do you believe that all American students should study geography for a full school year? Choose one side of the issue, and then write one or two paragraphs to persuade people that your point of view is correct. Think about the pros and cons of your argument. Try to predict and answer the strongest arguments against your position.

[illegible]

Correlation to Program Resources

Diagnosing Readiness Correlations	Test Items	Historian's Toolkit	Unit 1: The Beginnings of Humankind	Unit 2: The Ancient Middle East
Geography Literacy				
C&ST 3 Use a variety of maps	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	SE: pp. HT 10–19 TE: pp. HT 10–19		SE: pp. 124, 127 TE: pp. 124, 127 TR: U2, p. 124
Visual Analysis				
C&ST 1 Relate events in time	9, 10, 11, 12	SE: p. HT 20 TE: p. HT 20	SE: pp. 56–59 TE: pp. 56–59	
C&ST 2 Use and construct timelines	9, 10, 11, 12	SE: p. HT 20 TE: p. HT 20		SE: pp. 88, 91 TE: pp. 88, 91 TR: U2, p. 26
HI 1 Explain central issues	7, 8	SE: pp. 24, 27 TE: pp. 24, 27 TR: U1, p. 22		
Critical Thinking and Reading				
RE&PV 1 Frame questions	17	SE: p. HT 3 TE: p. HT 3		
RE&PV 2 Distinguish fact from opinion	19	SE: p. HT 6 TE: p. HT 6		
RE&PV 3 Distinguish relevant from irrelevant information	8, 20			
RE&PV 4 Draw conclusions from sources	2, 3, 5, 6, 21, 22	SE: p. HT 3 TE: p. HT 3		
RE&PV 4 Assess credibility of sources	12	SE: p. HT 7 TE: p. HT 7		
RE&PV 5 Detect points of view	15, 24	SE: p. HT 6 TE: p. HT 6		

SE: Student Edition **TE:** Teacher's Edition **TR:** All-in-One Unit Booklet in the Teaching Resources

Diagnosing Readiness Correlations	Test Items	Historian's Toolkit	Unit 1: The Beginnings of Humankind	Unit 2: The Ancient Middle East
HI 2 Understand cause and effect, sequence, and correlation	4, 7, 10, 11, 14, 16	SE: HT24 TE: HT24	SE: pp. 56–59 TE: pp. 56–59	
HI 3 Explain continuity and change	7, 23		SE: p. 38 TE: p. 38	
HI 4 Recognize the role of chance, oversight, and error in history	9			SE: p. 116 TE: p. 116
HI 5 Identifying sources of historical interpretations	1, 18	SE: p. 2 TE: p. 2		
HI 6 Conduct cost-benefit analysis	13		SE: p. 35	
Vocabulary				
Use Social Studies Terms Correctly	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16	SE: p. HT8 TE: p. HT8	SE: Chapter openers: pp. 5, 31 Standards Review and Assessments: pp. 25, 53 TE: pp. 5, 25, 31, 53 TR: Word Knowledge Rating Forms	SE: Chapter openers: pp. 65, 95, 131 Standards Review and Assessments: pp. 89, 125, 153 TE: pp. 65, 89, 95, 125, 131, 153 TR: Word Knowledge Rating Forms

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Unit 3: Ancient India	Unit 4: Ancient China	Unit 5: Ancient Greece	Unit 6: Ancient Rome
SE: pp. 184, 186 TE: pp. 184, 186 TR: U3, p. 23			
SE: p. 228 TE: p. 228	SE: pp. 346, 349 TE: pp. 346, 349 TR: U4, p. 73		
		SE: pp. 466, 469 TE: pp. 466, 469 TR: U5, p. 106	
		SE: pp. 434, 437 TE: pp. 434, 437 TR: U5, p. 76	
			SE: pp. 586, 589 TE: pp. 586, 589 TR: U6, p. 105
SE: Chapter openers: pp. 165, 191, 217, 243 Standards Review and Assessments: pp. 185, 211, 237, 261 TE: pp. 165, 185, 191, 211, 217, 237, 243, 261 TR: Word Knowledge Rating Forms	SE: Chapter openers: pp. 273, 299, 325 Standards Review and Assessments: pp. 293, 319, 347 TE: pp. 273, 293, 299, 319, 325, 347 TR: Word Knowledge Rating Forms	SE: Chapter openers: pp. 357, 387, 413, 441 Standards Review and Assessments: pp. 381, 407, 435, 467 TE: pp. 357, 381, 387, 407, 413, 435, 441, 467 TR: Word Knowledge Rating Forms	SE: Chapter openers: pp. 481, 511 Standards Review and Assessments: pp. 505, 531 TE: pp. 481, 505, 511, 531 TR: Word Knowledge Rating Forms

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Diagnosing Readiness Correlations	Test Items	Historian's Toolkit	Unit 1: The Beginnings of Humankind	Unit 2: The Ancient Middle East
Writing				
Create Outlines	A		SE: pp. 23, 130, 132, 137 TE: pp. 23, 130, 132, 137	
Present Information in Time Sequence	B		SE: pp. 11, 37, 54 TE: pp. 11, 37, 54	SE: p. 88 TE: p. 88
Compare and Contrast	C		SE: pp. 26, 54 TE: pp. 26, 54	SE: pp. 109, 126, 135 TE: pp. 109, 126, 135
Write Persuasively	D	SE: HT 27 TE: HT 27		

SE: Student Edition **TE:** Teacher's Edition **TR:** All-in-One Unit Booklet in the Teaching Resources

Unit 3: Ancient India	Unit 4: Ancient China	Unit 5: Ancient Greece	Unit 6: Ancient Rome
		SE: pp. 392, 398, 427 TE: pp. 392, 398, 427	SE: p. 497 TE: p. 497
SE: pp. 186, 222, 227, 235, 262 TE: pp. 186, 222, 227, 235, 262	SE: pp. 337, 348, 408 TE: pp. 337, 348, 408	SE: pp. 382, 392, 398, 403, 408, 418, 419, 436, 448, 460, 468 TE: pp. 382, 392, 398, 403, 408, 418, 419, 436, 448, 460, 468	SE: pp. 488, 528, 532 TE: pp. 488, 528, 532
SE: p. 238 TE: p. 238			SE: pp. 506, 532, 590–593 TE: pp. 506, 532, 590–593

SE: Student Edition **TE:** Teacher's Edition **TR:** All-in-One Unit Booklet in the Teaching Resources

Benchmark Test 1

Directions: Each question is followed by four choices. Identify the letter of the choice that best completes the statement or answers the question.

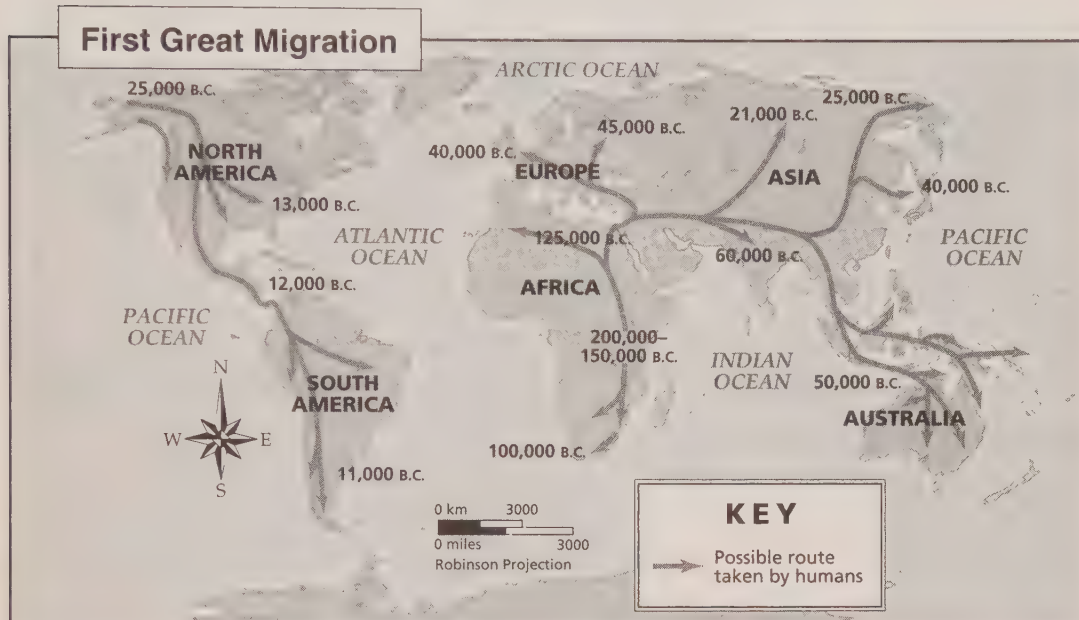
1. Nomads are people who

A have a common way of life.

B move from place to place.

C use fire and stone tools.

D lived in the Late Stone Age.



Use the map and your knowledge of social studies to answer question 2.

2. What is the most likely reason that early humans reached Australia before they reached Europe or northern Asia?

A They could not travel across oceans.

B They could not travel long distances.

C Their path to Europe was blocked by ice sheets.

D Their path to Europe was blocked by hostile tribes.

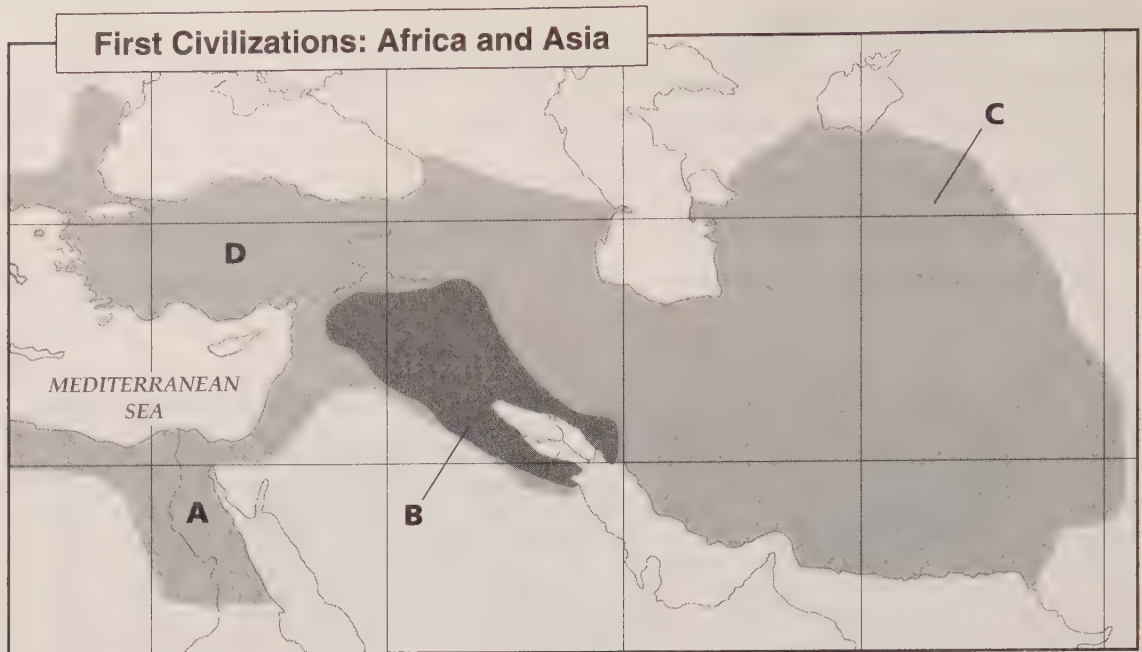
3. What climate change led to the development of farming?

A About 2 million years ago, the Ice Ages began.

B About 70,000 years ago, the last great Ice Age began.

C About 12,000 years ago, the last Ice Age ended.

D About 8,000 years ago, the climate became drier throughout the Middle East.



Use the map and your knowledge of social studies to answer question 4.

4. The letter A on the map shows
 - A** the land ruled by pharaohs.
 - B** the first civilization in Mesopotamia.
 - C** the place where agriculture began.
 - D** the empire ruled by Hammurabi.
5. What two advances allowed the Sumerians to farm in the Fertile Crescent?
 - A** irrigation and the plow
 - B** digging sticks and oxen
 - C** canals and flooding
 - D** surpluses and city-states
6. How did the priests in Sumer support the king's power?
 - A** They decided who would be king.
 - B** They named the king's advisers.
 - C** They let the king select his own gods.
 - D** They said that the gods had chosen the king.
7. Hammurabi's code was important because it was the first time that a king tried to
 - A** make all his people obey his laws.
 - B** force people to understand the law.
 - C** use law to unite people into an empire.
 - D** have priests make the laws.
8. What was the purpose of the pyramids at Giza?
 - A** They were storehouses for grain.
 - B** They were tombs for powerful kings.
 - C** They were temples for the gods.
 - D** They were places to display paintings and sculpture.

9. What was the main reason that Egypt traded with other civilizations?
- A to obtain luxury goods
 - B to extend the country's power
 - C to learn about other civilizations
 - D to obtain food and clothing

10. How did Hatshepsut make people respect her as a leader?
- A She had a strong army.
 - B She gave them gifts.
 - C She build pyramids.
 - D She acted like a king.



Use the map and your knowledge of social studies to answer question 11.

11. Which letter shows the location of Nubia?
- A A
 - B B
 - C C
 - D D

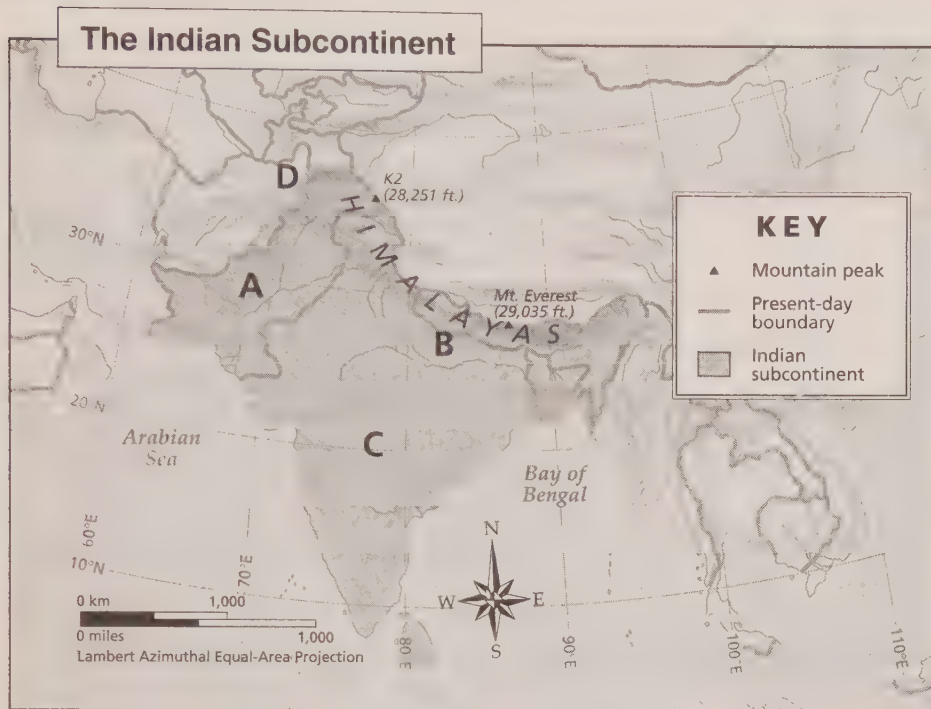
12. How was Hebrew culture different from the cultures of other Middle Eastern peoples?
- A The Hebrews believed in only one God.
 - B The Hebrews made statues of their God.
 - C The Hebrews migrated from place to place.
 - D The Hebrews came from the Fertile Crescent.

Reviewing Past Learnings

13. The religion of the ancient Hebrews was different from the religion of other ancient people in the Middle East because the Hebrews did *not*
- A have a code of laws.
 - B worship in a temple.
 - C make statues of their gods.
 - D believe in justice.
14. What is our main source of information about the Hebrew patriarchs?
- A Accounts that were written down at the time
 - B Accounts that were written down many years later in the Bible
 - C Modern-day histories of the Sumerians and Egyptians
 - D Modern-day histories of the Hebrews
15. Put the following events in the correct order:
- I Moses asks Pharaoh for permission for the Israelites to leave.
 - II Pharaoh enslaves Jacob's descendants.
 - III Jacob's family goes to Egypt.
 - IV The Israelites conquer Canaan.
 - V The Israelites receive the Ten Commandments.
 - VI The Israelites leave Egypt.
- A III – II – I – VI – V – IV
 - B III – II – I – IV – V – VI
 - C V – VI – IV – I – II – III
 - D V – VI – I – II – IV – III
16. What does "justice" mean in Jewish thought?
- A following the law
 - B obeying the rabbis
 - C having a judge decide all questions
 - D treating everyone fairly
17. Which of the following statements is true about the Jewish idea of law?
- A The Talmud is a translation of the laws in the Torah.
 - B Jewish law has always been written down.
 - C King David is known as "David the Law-giver."
 - D Respect for God's law is a basic idea of Judaism.
18. Why was Yohanan ben Zaccai important to Judaism?
- A He led the fight against the Roman army.
 - B He set up a school of Jewish learning after the Romans destroyed the Temple.
 - C He was part of the group that returned to Israel after the exile to Babylon.
 - D He wrote down much of the Torah for the first time.
19. Before David became king of Israel, he was a
- A warrior.
 - B priest.
 - C poet.
 - D shepherd.
20. Why did Jews develop new religious practices after the Diaspora?
- A They copied the customs of the people around them.
 - B They no longer had the Torah to guide them.
 - C They could no longer worship at the temple in Jerusalem.
 - D Their kings told them to follow foreign leaders.

Benchmark Test 2

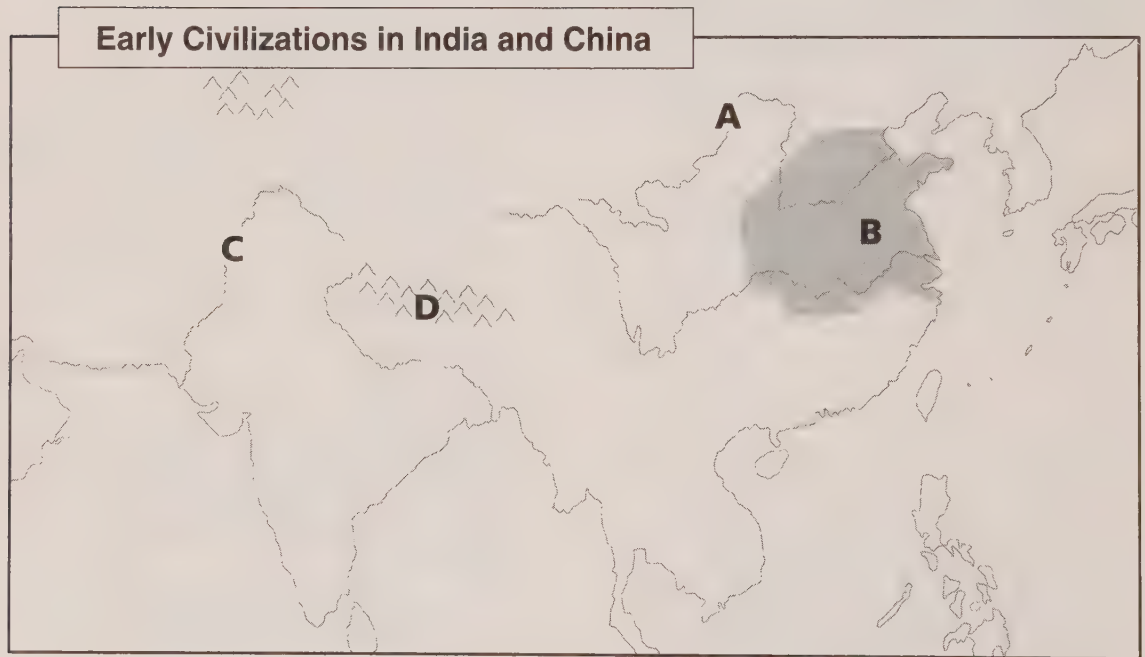
Directions: Each question is followed by four choices. Identify the letter of the choice that best completes the statement or answers the question.



Use the map and your knowledge of social studies to answer question 1.

- Which letter shows a natural barrier between the Indian subcontinent and other lands?
A A
B B
C C
D D
- Although historians know certain things about the Aryans, some things are unknown. Which question do historians still ask about the Aryans?
A Did they write the Vedas?
B What language did they speak?
C Where did they come from?
D How was their society organized?
- Which class included native people who performed services for members of the Aryan classes?
A Brahmins
B Kshatriyas
C Vaishyas
D Sudras
- Which aspect of the caste system makes it most *unlike* the way modern American society is organized?
A Caste gives each person a sense of belonging in society.
B Caste helps people become skilled workers.
C Caste allows people to follow their own customs.
D Caste determines each person's role in society.

5. Which two beliefs are central to Hinduism?
 - A belief in the caste system and in the Vedas
 - B belief in one god and in the soul
 - C belief in many gods and in the Brahmins
 - D belief in the Upanishads and in gurus
6. What did the "Four Passing Sights" cause Siddhartha to do?
 - A realize that life is full of suffering
 - B seek truth and enlightenment
 - C write about his experience
 - D retreat to a cave
7. Why is Asoka remembered as a great leader of India?
 - A He promoted peace and tolerance.
 - B He was a great warrior.
 - C He expanded the Maurya Empire.
 - D He brought Buddhism to India.
8. During India's classical age, Aryabhatta explained that eclipses, the moon's light, and the moon's phases result from the
 - A actions of angry gods.
 - B king's power over Earth and moon.
 - C Brahman's power over Earth and moon.
 - D movements of Earth and moon.



Use the map and your knowledge of social studies to answer question 9.

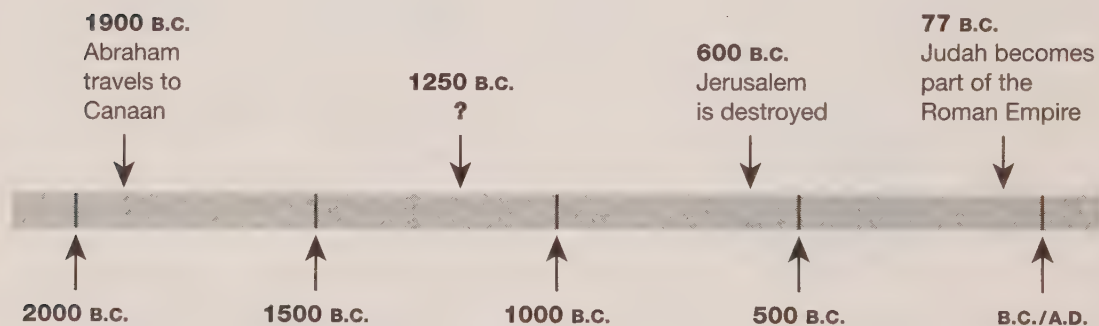
9. Which letter shows the natural feature in China that brought both food and sorrow to the Chinese people?

A A	C C
B B	D D
10. The Shang are considered China's first historical dynasty because they
 - A cultivated land.
 - B kept written records.
 - C built walled cities.
 - D worked with bronze.

11. Why was the Zhou kingdom difficult to rule?
- A It was large and included many different peoples.
 - B The ties between the king and local rulers were strong.
 - C The kingdom was invaded by nomadic tribes.
 - D The king refused to put family members in charge.
12. Confucius said that "Ignorance is the night of the mind, but a night without moon or stars." This saying shows the importance of
- A traditional virtues.
 - B the moon and stars.
 - C knowledge.
 - D light.
13. What idea did Buddhism bring to Chinese thought?
- A the importance of learning
 - B living in harmony with nature
 - C the importance of an orderly society
 - D the existence of an afterlife
14. Which of the following was *not* a policy that Shi Huangdi used to unify China?
- A making Buddhism the official religion
 - B establishing a central governing system
 - C setting uniform laws for all people
 - D establishing a single written language
15. The Silk Roads were important to China because they
- A allowed many new ideas to enter China.
 - B brought the secret of making silk to China.
 - C allowed China to sell silk and precious jewels.
 - D protected people during foreign invasions.
16. Why was the civil service important to the strength of the Han government?
- A It controlled the peasants by force.
 - B It reported back to the emperor.
 - C It regulated business and farming.
 - D It made sure each district ran smoothly.

Reviewing Past Learnings

17. When did humans first learn how to make stone tools?
- A after the last Ice Age ended
 - B when humans lived only as hunter-gatherers
 - C after humans learned to farm
 - D at the time of the first river valley civilizations
18. After people started farming, they began to produce surpluses of food. What happened as a result?
- A People specialized in skilled trades.
 - B Cities often ran short of food.
 - C The climate grew warmer.
 - D People invented better plows and hoes.
19. What was the role of the Phoenicians in the development of our alphabet?
- A They invented the first pictographs.
 - B They invented an alphabet based on Egyptian symbols and spread it to Greece.
 - C They invented an alphabet based on Greek symbols and spread it to Rome.
 - D They were the first to use vowels.



Use the timeline and your knowledge of social studies to answer question 20.

20. What event in the history of the Hebrews should be added to the timeline at about 1250 B.C.?
- A Jews become captives in Babylon.
 - B The Temple is built in Jerusalem.
 - C Moses leads the Israelites from Egypt.
 - D The Talmud is written.

Report Sheet

Benchmark Test 1

Overall Score _____

Question	Chapter and Section	Standard	Needs Review	Interactive Reading and Notetaking Study Guide pages	Completed
1.	1.2	6.1.1		5–6	
2.	1.3	6.1.2		8–9	
3.	1.3	6.1.3		8–9	
4.	2.2	6.2.1		16–17	
5.	3.1	6.2.2		27–28	
6.	3.2	6.2.3		30–31	
7.	3.4	6.2.4		36–37	
8.	4.5	6.2.5		53–54	
9.	4.3	6.2.6		47–48	
10.	4.2	6.2.7		44–45	
11.	4.1	6.2.8		41–42	
12.	5.1	6.3.1		58–59	
13.	5.1	6.3.1		58–59	
14.	5.1	6.3.4		58–59	
15.	5.2	6.3.4		61–62	
16.	5.2	6.3.2		61–62	
17.	5.2	6.3.2		61–62	
18.	5.3	6.3.3		64–65	
19.	5.3	6.3.3		64–65	
20.	5.3	6.3.5		64–65	

Report Sheet

Benchmark Test 2

Overall Score _____

Question	Chapter and Section	Standard	Needs Review	Interactive Reading and Notetaking Study Guide pages	Completed
1.	6.1	6.5.1		72–73	
2.	6.3	6.5.2		78–79	
3.	6.3	6.5.4		78–79	
4.	6.3	6.5.4		78–79	
5.	7.1	6.5.3		83–84	
6.	8.1	6.5.5		94–95	
7.	9.2	6.5.6		108–109	
8.	9.3	6.5.7		111–112	
9.	10.1	6.6.2		119–120	
10.	10.2	6.6.1		122–123	
11.	10.3	6.6.4		125–126	
12.	11.2	6.6.3		133–134	
13.	11.3	6.6.8		136–137	
14.	12.1	6.6.5		141–142	
15.	12.3	6.6.7		147–148	
16.	12.2	6.6.8		144–145	
17.	1.2	6.1.1		5–6	
18.	2.2	6.1.3		16–17	
19.	3.3	6.2.9		33–34	
20.	5.1	6.3.3		58–59	

Midyear Outcome Test

Directions: *Each question is followed by four choices. Identify the letter of the choice that best completes the statement or answers the question.*

1. Which change marked the beginning of farming?
 - A the end of the last Ice Age
 - B development of irrigation
 - C specialization of craftworkers
 - D domestication of plants and animals
2. Which question about ancient people would be *most difficult* to answer by studying artifacts?
 - A What food did they eat?
 - B What do their paintings mean?
 - C How did they bury their dead?
 - D What weapons did they use?
3. Why did the Sumerians trade through barter?
 - A They had no goods to trade.
 - B They could not travel far.
 - C They did not have money.
 - D They did not produce a surplus.
4. Why were early picture writing symbols difficult to use?
 - A The symbols all looked alike.
 - B People needed special paper to write them.
 - C There were too many different symbols to learn.
 - D They could be used only for numbers, not for words.
5. Why was Hammurabi important?
 - A He strengthened the Babylonian empire through trade.
 - B He developed one of the world's first codes of law.
 - C He founded an empire that lasted long after his death.
 - D As pharaoh, he built a huge pyramid.

6. What was the purpose of wall paintings in Egyptian tombs?

- A to make the tombs look beautiful
- B to praise the pharaoh buried in the tomb

C to give dead people the things they needed

D to tell who designed and built the tomb



Use the map and your knowledge of social studies to answer questions 6 and 7.

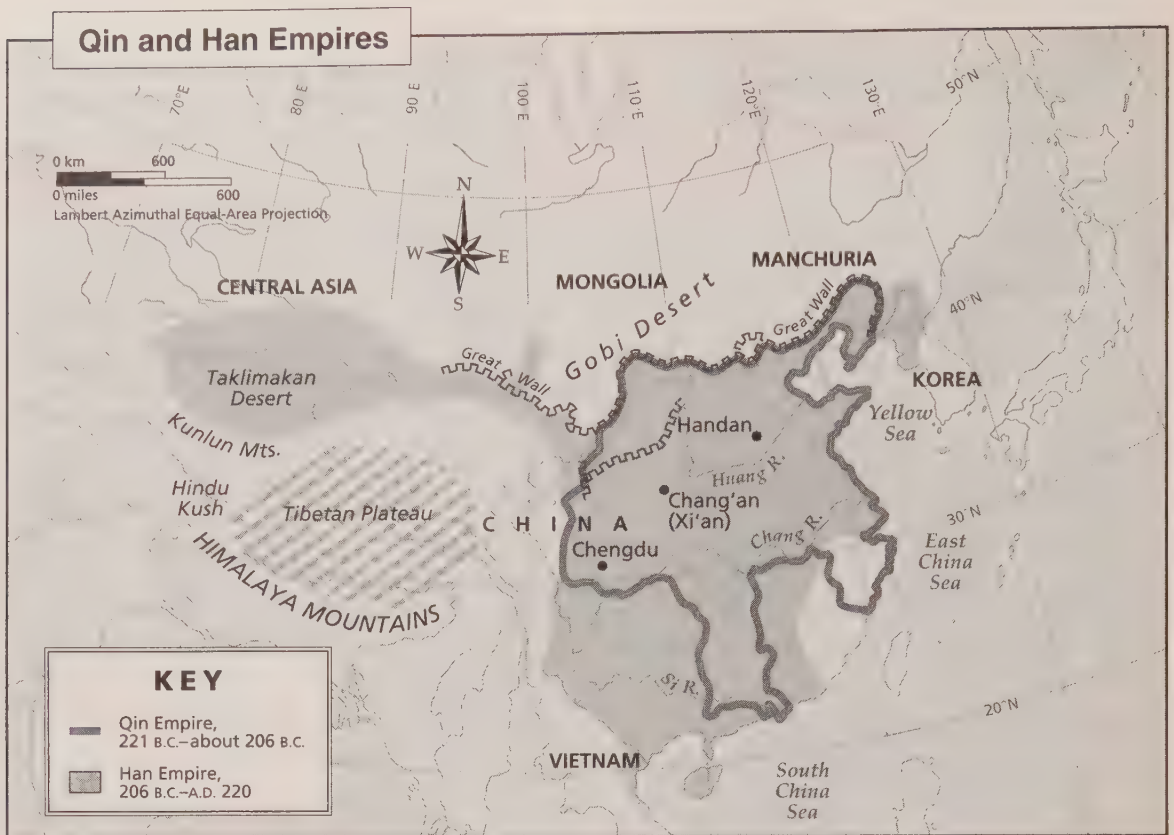
7. Which letter shows Lower Egypt?

- A A
- B B
- C C
- D D

8. What feature is indicated by letter D?

- A Arabian Desert
- B Sahara
- C Syrian Desert
- D Mesopotamian Highlands

9. The Hebrew patriarch Abraham and his family earned their living by?
- A trading.
 - B herding.
 - C farming.
 - D traveling.
10. Moses was important to the Israelites because he
- A was the first person to believe there was only one God.
 - B led the Israelites into Canaan.
 - C led the Israelites out of Egypt.
 - D was the first king of Israel.
11. Basic beliefs of Judaism include
- A the importance of treating people fairly.
 - B the idea that God made covenants with several peoples, including the Israelites.
 - C the belief in several gods.
 - D the idea of life after death.
12. Which leader of Israel built the Temple in Jerusalem?
- A Joshua
 - B Saul
 - C David
 - D Solomon
13. Why was the Babylonian exile a turning point in Jewish history?
- A The Jews went to live in Egypt and never returned to their homeland.
 - B Many Jews now lived outside their homeland.
 - C The Jewish homeland was now divided into two kingdoms.
 - D The Jews became slaves of Pharaoh.
14. The people of the Indus Valley civilization built their cities on raised mounds to protect them from
- A the annual flooding of the river.
 - B flooding caused by the monsoon rains.
 - C invading Aryans from the north.
 - D wet soil in their jungle location.
15. The Upanishads were
- A sacred writings of Hinduism.
 - B holy men who studied with gurus.
 - C members of the Brahmin caste.
 - D stories read only by priests.
16. Why did Siddhartha decide that self-denial was not the way to find the truth?
- A He realized that self-denial was really a temptation.
 - B Self-denial made him too weak to seek the truth.
 - C He reached enlightenment before he tried self-denial.
 - D Self-denial did not help him see the Four Passing Sights.



Use the map and your knowledge of social studies to answer questions 17 and 18.

17. What lands did the Han acquire that the Qin did not control?
- A the Kunlun Mountains
 - B the Gobi Desert and Taklimakan Desert
 - C the Himalaya Mountains and Hindu Kush
 - D part of the southern seacoast and a large strip in Central Asia

18. What geographic features separated Han China from other ancient civilizations in western Asia and Europe?
- A large rivers
 - B seas
 - C high mountains
 - D deserts

19. According to Daoism, people should

- A sacrifice to the gods.
- B obey those who are superior.
- C get a good education.
- D live in harmony with nature.

20. Confucianism is similar to traditional Chinese family values because both emphasize

- A respect for elders and superiors.
- B the importance of education.
- C creating harmony with nature.
- D strict rewards and punishments.

Directions: Read each question and write your answer on the lines provided.

21. Write a paragraph explaining how scientists study prehistoric people.

22. What are some of the benefits and costs of agriculture compared to hunting and gathering?

23. Analyze why the Exodus and God's giving of the law on Mt. Sinai can be considered to be the most important events in Jewish history.

24. Describe two political and moral achievements of the Emperor Asoka in India.

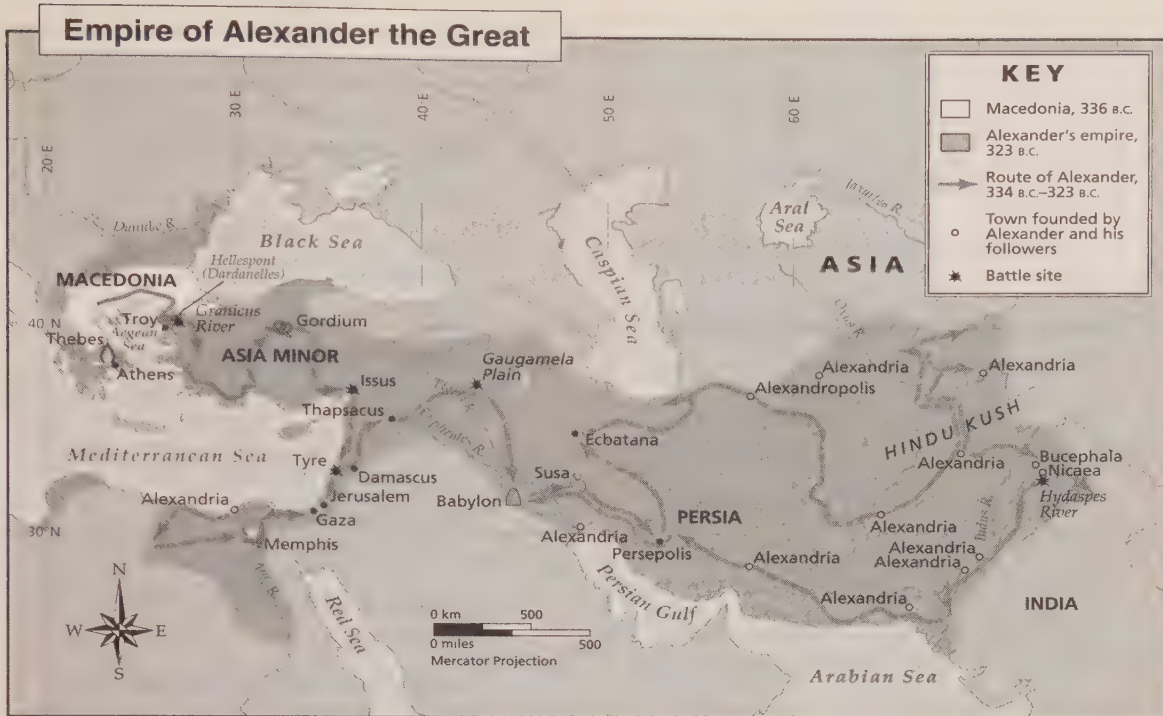
25. Write one or two paragraphs answering these questions: What was the biggest challenge that faced the Qin ruler Shi Huangdi when he came to power? How did he overcome this challenge? What was the result?

Benchmark Test 3

Directions: Each question is followed by four choices. Identify the letter of the choice that best completes the statement or answers the question.

1. What disadvantage did Greece have in comparison with other ancient civilizations, such as Sumer and Egypt?
 - A It had less land that could be used for farming.
 - B It had no access to the sea.
 - C It had a colder, harsher climate.
 - D It had no mountains to protect it from enemies.
2. Which Greek city-state expanded mostly through trade?
 - A Sparta
 - B Delphi
 - C Thebes
 - D Athens
3. How did the development of the phalanx help lead to new forms of government in Greek city-states?
 - A Because members of the phalanx were wealthy men, it led to oligarchy.
 - B Because members of the phalanx were soldiers, it led to tyranny.
 - C Because members of the phalanx were ordinary citizens, it led to democracy.
 - D Because members of the phalanx were noble, it led to kingship.
4. Pericles said that a man who takes no interest in politics "has no business here at all." What was he saying about Athenian government?
 - A Each city-state decided who could be a citizen.
 - B Democracy required the participation of all citizens.
 - C Government's purpose was to promote business.
 - D Only people who ran businesses could be citizens.
5. What do a modern democracy and Greek democracy have in common?
 - A a large assembly that all citizens attend
 - B the principle that people should govern themselves
 - C the principle that only free men should be citizens
 - D a council whose members serve for one year
6. Why could direct democracy work in Athens but not throughout the United States today?
 - A Athens had a small population.
 - B Athens had a large population.
 - C In Athens, many people were not citizens.
 - D In Athens, all people were citizens.

7. Greek religion was different from the religion of other ancient peoples because Greek religion
- A had only one god.
 - B made statues of the gods.
 - C had no written scriptures to explain the religion.
 - D was based on a system of religious sacrifices.
8. A fable is a story that
- A explains something.
 - B describes a god.
 - C tells about history.
 - D teaches a lesson.
9. Why did Socrates ask people many questions?
- A to make them think clearly
 - B to make them challenge the government
 - C to teach them about life
 - D to teach them about the gods
10. Aristotle's writings are important because they
- A provide correct information about science.
 - B explain Greek philosophy.
 - C provide a framework for many areas of knowledge.
 - D enable us to translate other ancient Greek writings.
11. Herodotus said that "No nation has ever been more ready than the Persians to admit foreign customs." This means that the Persians were
- A curious.
 - B tolerant.
 - C warlike.
 - D learned.
12. Which of the following is *not* a way that Darius the Great increased the power of his central government?
- A He built roads.
 - B He created a common currency.
 - C He made the tax system fairer.
 - D He allowed local rulers to remain in charge.
13. What was the relationship between Athens and the city-states in the Delian League?
- A All members of the League were equal.
 - B The League was like an empire, with Athens in charge.
 - C Athens was the smallest, weakest member of the League.
 - D Athens was at war with the Delian League.
14. Put the following events in the correct order:
- I Athens invades Sicily.
 - II Sparta defeats Athens.
 - III The Peloponnesian League is formed.
 - IV The Spartan siege of Athens.
 - V Persia invades Greece.
 - VI The Delian League is formed.
- A I – II – III – V – VI – IV
 - B I – II – V – III – VI – IV
 - C V – VI – III – IV – I – II
 - D V – VI – I – II – IV – III
15. What was the main achievement of Philip of Macedonia?
- A He conquered the Persians.
 - B He conquered Greece.
 - C He cut the Gordian knot.
 - D He conquered Egypt and founded Alexandria.



Use the map and your knowledge of social studies to answer question 16.

16. What does the map show about Alexander?
- A He conquered lands only as far east as Persia.
 - B He sailed the Mediterranean Sea to conquer Egypt.
 - C He made possible the spread of ideas from Macedonia to India.
 - D He settled down in Persepolis to rule his empire.

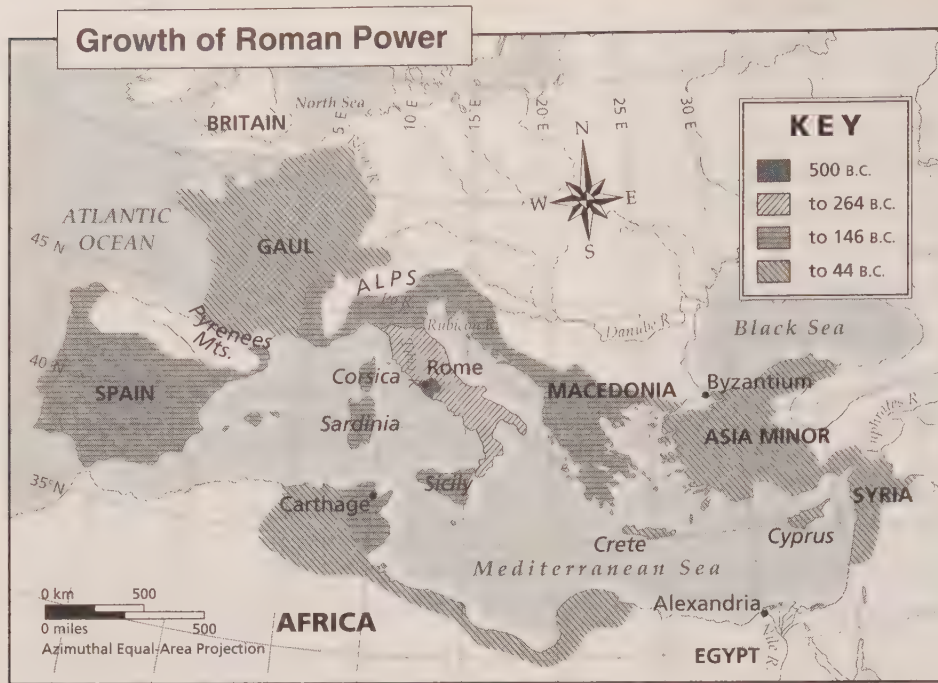
Reviewing Past Learnings

17. Why did ancient Egypt want to conquer Nubia?
- A to obtain access to the sea
 - B to use the Nubian people as slaves
 - C to control trade routes to Lower Egypt
 - D to protect trade with Central Africa
18. Which religious idea comes from Judaism?
- A There is one God who created the world.
 - B God wants people to behave in certain ways.
 - C Seeking inner knowledge is the way to seek God.
 - D True peace comes from prayer and meditation.
19. Which description of the climate of South Asia is correct?
- A hot and dry throughout the year, so irrigation is needed for farming
 - B hot and dry for most of the year, except during the summer monsoon
 - C short, hot summers, and long, cold winters that bring abundant rainfall
 - D mild and dry, with short, cool, rainy winters
20. Why is the Shang dynasty considered to be China's first historical dynasty?
- A We do not know the names of any earlier rulers.
 - B There were no rulers before the Shang.
 - C There are no written records of earlier rulers.
 - D The Shang were the first to unite all of China.

Benchmark Test 4

Directions: Each question is followed by four choices. Identify the letter of the choice that best completes the statement or answers the question.

1. Which of the following is a *difference* between the geography of Rome and ancient Greece?
 - A Rome has a milder climate.
 - B Rome has more land for farming.
 - C Rome has better natural harbors.
 - D Rome has better access to trade routes.
2. Who were Romulus and Remus?
 - A two early Etruscan kings
 - B consuls during the early Republic
 - C brothers in a myth about the founding of Rome
 - D Trojans who sailed to Latium and founded Rome
3. The two orders that made up ancient Rome were the
 - A priests and patricians.
 - B Etruscans and Latins.
 - C Senate and Assembly.
 - D patricians and plebeians.
4. The Twelve Tables were
 - A books of laws that everyone had to obey.
 - B meeting places where plebeians protested unjust laws.
 - C books of instructions for Roman judges.
 - D instructions for Senate debates.



Use the map and your knowledge of social studies to answer question 5.

- According to the map, which area came under Roman control *last*?
 - Italy
 - Spain
 - Macedonia
 - Syria
- What was the basis of the Roman economy during the Pax Romana?
 - silver coins
 - trade
 - military spending
 - farming
- Julius Caesar can best be described as
 - ambitious.
 - cruel.
 - hesitant.
 - unskilled.
- What problem arose because Augustus ruled as an emperor?
 - He did not rule fairly and honestly.
 - The Senators did not want to give up power to an emperor.
 - There was no way to decide who would succeed him.
 - His sons fought over who would succeed him.
- During the Roman Empire, goods were shipped safely by sea because
 - the Romans built very large, fast ships.
 - Rome controlled the entire Mediterranean.
 - the climate around the Mediterranean was mild.
 - the Romans did not build roads.

10. Many Jews resented Roman rule in the region that included Jerusalem because the Romans
- A destroyed the Jewish Temple.
 - B aided the Pharisees.
 - C enslaved many Jews and took them to Rome.
 - D did not follow the Jewish religion.
11. Why was the resurrection of Jesus important to early Christians?
- A It showed them that he was God, not an ordinary man.
 - B It followed an earlier prophecy.
 - C Many people actually saw it happen.
 - D It meant that the Romans had no power over them.
12. What was the purpose of Paul's epistles?
- A to prove that Jesus was the messiah
 - B to argue that Jews should not become Christians
 - C to protest against Roman law and punishment
 - D to explain Christian beliefs in detail
13. The Romans persecuted Christians and Jews because these groups
- A wanted to overthrow the Empire.
 - B refused to pay taxes to the Empire.
 - C refused to worship the Roman gods.
 - D went to war against the Roman army.
14. Which of the following is *not* a reason that Christianity spread throughout the Roman empire?
- A The emperor and Senate quickly converted to Christianity.
 - B Roman roads made it easy for apostles to travel and preach.
 - C Many people in the empire spoke a common language.
 - D Christianity offered ideas that appealed to people.
15. "Be brief," Cicero said. "More ought to be scratched out than left." This means that writers should
- A not write unless absolutely necessary.
 - B rewrite their work to cut needless words.
 - C write by hand rather than with computers.
 - D write only patriotic poems and stories.
16. The American government shares many features with Roman government because
- A English government is modeled on Roman government.
 - B both governments work well for large, diverse populations.
 - C the writers of the United States Constitution admired Roman government.
 - D Roman government spread throughout the entire Roman Empire.

Reviewing Past Learnings

17. What was a basic belief of Confucianism?

- A There is one God who created the world.
- B A stable society is based on five key relationships.
- C People should try to fulfill the duties assigned to their caste.
- D The way to overcome selfish desires is through the Eightfold Path.

18. What disadvantage did Mesopotamia have for the earliest farmers?

- A lack of water
- B dangerous floods
- C high mountains
- D poor soil

19. What are the Vedas?

- A sacred poems about the deities of ancient India
- B Buddhist scriptures written down in ancient India
- C laws written by people of the Indus valley civilization
- D written descriptions of the caste system



Use the map and your knowledge of social studies to answer question 20.

20. Which letter shows the location of the Mediterranean Sea?

- A A
- B B
- C C
- D D

Report Sheet

Benchmark Test 3

Overall Score _____

Question	Chapter and Section	Standard	Needs Review	Interactive Reading and Notetaking Study Guide pages	Completed
1.	13.1	6.4.1		155–156	
2.	13.4	6.4.1		164–165	
3.	14.1	6.4.2		169–170	
4.	14.2	6.4.2		172–173	
5.	14.2	6.4.3		172–173	
6.	14.2	6.4.3		172–173	
7.	15.1	6.4.4		180–181	
8.	15.2	6.4.4		183–184	
9.	15.3	6.4.8		186–187	
10.	15.3	6.4.8		186–187	
11.	16.1	6.4.5		191–192	
12.	16.1	6.4.5		191–192	
13.	16.3	6.4.6		197–198	
14.	16.3	6.4.6		197–198	
15.	16.4	6.4.7		200–201	
16.	16.4	6.4.7		200–201	
17.	4.3	6.2.8		47–48	
18.	5.2	6.3.1		61–62	
19.	6.1	6.5.1		72–73	
20.	10.2	6.6.1		119–120	

Report Sheet

Benchmark Test 4

Overall Score _____

Question	Chapter and Section	Standard	Needs Review	Interactive Reading and Notetaking Study Guide pages	Completed
1.	17.1	6.7.1		208–209	
2.	17.1	6.7.1		208–209	
3.	17.2	6.7.2		211–212	
4.	17.3	6.7.2		214–215	
5.	18.1	6.7.3		222–223	
6.	18.3	6.7.3		228–229	
7.	18.2	6.7.4		225–226	
8.	18.2	6.7.4		225–226	
9.	18.3	6.7.3		228–229	
10.	19.1	6.7.5		233–234	
11.	19.2	6.7.6		236–237	
12.	19.2	6.7.6		236–237	
13.	19.3	6.7.7		239–240	
14.	19.3	6.7.7		239–240	
15.	20.2	6.7.8		247–248	
16.	20.2	6.7.8		247–248	
17.	5.3	6.3.5		64–65	
18.	3.1	6.2.1		27–28	
19.	6.3	6.5.2		78–79	
20.	13.1	6.4.1		155–156	

Final Outcome Test

Directions: Each question is followed by four choices. Identify the letter of the choice that best completes the statement or answers the question.

1. What is a major difference between Greece and other ancient civilizations?
 - A Greece traded with other civilizations.
 - B Greece went to war against its enemies.
 - C Greece's major food crop was grain.
 - D Greece was made up of separate city-states.
2. What is the best description of the influence of Greek colonies on other ancient civilizations?
 - A Greek colonies spread Greek culture and trade goods throughout the area.
 - B Greek colonies conquered other civilizations and enslaved the people.
 - C Greek colonies became absorbed into other civilizations and disappeared.
 - D Greek colonies took over all the land available for farming, leading to food shortages.
3. The idea of citizenship was important to the development of democracy in Greece because it meant that
 - A everyone had to serve in the army.
 - B only rich men could serve in government.
 - C everyone had rights and responsibilities.
 - D the poor could no longer be sold into slavery.
4. The system of jury service made Athens more democratic because
 - A jury members were elected.
 - B many people sat on each jury.
 - C jurors were chosen by lot, so all had equal chance to be chosen.
 - D many people served as judges.
5. Who participated in the Athenian Assembly?
 - A all free adult male citizens
 - B generals and other military officers
 - C citizens chosen by lot from among Council members
 - D all free male citizens, including children

6. A major reason that Greek religion was an important part of everyday life was the Greek belief that the gods
- A lived on Mount Olympus.
 - B looked and acted like people.
 - C threw thunderbolts at people who angered them.
 - D inspired poets and musicians.

7. The following are events that led to the rise of the Persian Empire. Which answer choice puts these events in the correct order?
- I Cyrus the Great unites Persian tribes.
 - II Cyrus conquers Greek city-states of Ionia.
 - III Cyrus conquers Babylon.
 - IV Cambyses conquers Egypt.
- A I – II – III – IV
 - B I – II – III – IV
 - C I – III – II – IV
 - D I – II – III – IV

Comparison of Athens and Sparta

	Athens	Sparta
Type of government	Democracy	
Size of Assembly	43,000	9,000
Size of Council	500	28
Payment for government service	Yes	No

Use the table and your knowledge of social studies to answer question 8.

8. What word belongs in the empty space in the table?
- A democracy
 - B dictatorship
 - C monarchy
 - D oligarchy
9. What was the first thing Alexander the Great accomplished after his father's death?
- A secured his control of Greece
 - B defeated the Persians
 - C cut the Gordian knot
 - D freed Egypt from Persian rule

10. Who was Thucydides?
- A a historian who wrote about the conflict between Greeks and Persians
 - B a historian who wrote about the conflict between Athens and Sparta
 - C a philosopher who wrote down the ideas of his teacher, Socrates
 - D a philosopher who was Alexander's teacher
11. The geography of Ancient Rome is *most* similar to that of
- A Ancient Egypt.
 - B the Indus Valley.
 - C Ancient Greece.
 - D Mesopotamia.

12. Which statement about the history of Rome is a myth?

- A Aeneas founded Rome after escaping from Troy.
- B Rome began as a collection of tiny villages.
- C The Tiber River flows through a group of low hills before reaching the sea.
- D In ancient times, Latium was green and lush.

Comparison of Roman and United States Governments

	Rome	United States
Constitution		Written constitution
Principle of Checks and Balances	Yes	Yes
Executive Branch	Two consuls elected for a one-year term	President elected for a four-year term
Legislative Branch	Senate and two Assemblies (Centuriate and Tribal)	Senate and House of Representatives

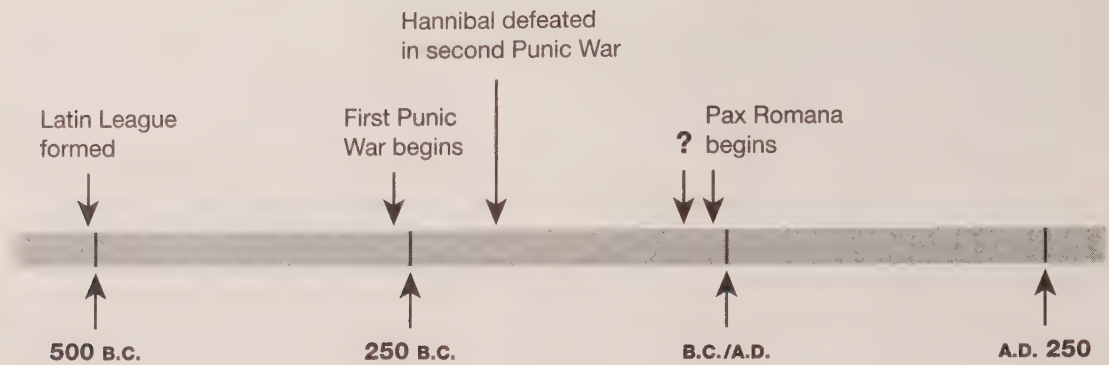
Use the table and your knowledge of social studies to answer question 13.

13. What description of the Roman constitution should go in the blank space?

- A written constitution
- B no constitution
- C laws and practices that developed over time
- D written by the consuls for the current year

14. Which of the following was an important legacy of Rome?

- A science, including astronomy
- B religious philosophy
- C drama and fiction
- D engineering, including roads



Use the timeline and your knowledge of social studies to answer question 15.

15. Which event is missing from the timeline?

- A the founding of Rome
- B Julius Caesar becoming "dictator for life"
- C Paul spreading Christianity to Europe and Asia
- D revolt of Tiberius Gracchus

16. Julius Caesar's plan for reform included?

- A distributing land to the poor.
- B increasing taxes for wealthy landowners.
- C restoring the republic after a series of revolts.
- D increasing the pay of Roman soldiers.

17. The Jewish idea of the Messiah arose during a period when the Jews

- A were living through difficult times in their homeland.
- B had been forbidden to resettle in their homeland.
- C had no influential leaders to guide them.
- D were unified in their religious beliefs and practices.

18. When Jesus said, "Love your enemies . . . so that you may show yourselves the true sons of your father in heaven, for He makes His sun rise on bad and good alike," he meant that

- A people should love God.
- B people should obey God.
- C God loves all people equally.
- D God created Earth and the sun.

19. Why did Roman leaders persecute Christians?

- A Christians prayed to their own God.
- B Christians would not worship the emperor.
- C Christians would not work for the Romans.
- D Christians traveled and preached about Christianity.

20. The most typical feature of Roman buildings is the

- A aqueduct.
- B dome.
- C rounded arch.
- D concrete pillar.

Directions: Read each question and write your answer on the lines provided.

21. Explain how the geography of Greece affected the way society developed there in ancient times.

22. Describe Greek religious beliefs. Also explain how mythology affected everyday life.

23. Discuss the economic life of the Roman Empire during the Pax Romana, including answers to these questions: What was the basis of the economy? What factors made the economy grow?

24. Describe and rank in importance the circumstances that allowed Christianity to spread through the Roman Empire?

25. Compare and contrast the main features of Athenian democracy and the Roman republic. Then state and support a conclusion about which form of government was more truly democratic.

Answer Key

Screening Test

1. C
2. B
3. D
4. A
5. D
6. C
7. A
8. D
9. C
10. B
11. B
12. D
13. B
14. D
15. A
16. B
17. D
18. B
19. C
20. A

Diagnosing Readiness Tests

Test 1—Geographic Literacy

1. B
2. A
3. C
4. B
5. D
6. A
7. B
8. C
9. D
10. A
11. C
12. B

Test 2—Visual Analysis

1. A
2. B
3. D
4. A
5. B
6. A
7. D
8. C
9. B

10. D
11. A
12. C

Test 3—Critical Thinking and Reading

1. B
2. A
3. D
4. C
5. A
6. D
7. C
8. D
9. D
10. C
11. A
12. B
13. A
14. C
15. A
16. D
17. D
18. C
19. C
20. A
21. C
22. A
23. C
24. B

Test 4—Vocabulary

1. A
2. B
3. C
4. D
5. B
6. A
7. C
8. B
9. D
10. B
11. A
12. B
13. A
14. C
15. B
16. D

Test 5—Writing

- A. Students' tables should contain the following information in the Roman column:

Subjects Taught: reading, writing, arithmetic

Ways of Learning: copying, memorizing, reciting

Methods of Reward and Punishment: treats as rewards, beatings as punishment

Years of Elementary School: five or six.

The American Schools column should contain an accurate description of the local elementary school.

- B. Paragraph should include the following steps in a logical order: find information, find illustrations, outline report, write first draft of report, revise report, illustrate report, make poster, practice oral presentation, hand in report and poster.
- C. Answer should include a topic sentence and should describe both similarities and differences. The information given stresses physical differences and cultural differences and similarities.
- D. Answer should clearly state student's position and then defend it with one or more arguments. All arguments should be directly related to the question. The student's answer should be written in a persuasive tone.

Benchmark Test 1

1. B
2. C
3. C
4. A
5. A
6. D
7. C
8. B
9. A
10. D
11. B
12. A
13. C
14. B
15. A
16. D
17. D
18. B
19. D
20. C

Benchmark Test 2

1. D
2. C
3. D
4. D
5. B
6. B
7. A
8. C
9. A
10. B
11. A
12. C
13. D
14. A
15. C
16. D
17. B
18. A
19. B
20. C

Midyear Outcome Test

1. D
2. B
3. C
4. C
5. B
6. C
7. A
8. B
9. B
10. C
11. A
12. D
13. B
14. A
15. A
16. B
17. D
18. C
19. D
20. A
21. Scientists study prehistoric people by finding fossils, or remains of living things, and artifacts, or objects that people made. Fossils may include bones, feathers, parts of plants, or footprints. Artifacts may include tools, pottery, weapons, artwork, or decorative objects such as beads.
22. Benefits of agriculture included production of more food, need for less land, ability to build permanent homes, new sources of materials, such as wool and linen. Costs included harder work, risk of crop failure, and risk of attack on a settlement.
23. The Exodus from Egypt made the Israelites a free people. They traveled in the desert to the land that God had promised them, where they built their own nation. The giving of the law gave the Israelites a law code everyone could follow.

24. Asoka conquered the kingdom of Kalinga and brought the entire subcontinent under Maurya rule. However, the war killed many people. Shocked by the suffering, Asoka became a Buddhist and ruled on the principles of reverence for life, tolerance, and welfare of the people. He carried out many public works (hospitals, roads) to make people's lives better. He ruled for 40 years, and the country was peaceful and prosperous.
25. Shi Huangdi had to unify many warring kingdoms, with different languages and customs, into a single empire. He did this by starting to build the Great Wall to protect the empire from attack. He also instituted a legalist government, with strict laws, centralization, and uniform standards for writing, weights and measures, and coins. To prevent debate, he tried to implement censorship. Because the laws were so harsh, a rebellion began soon after Shi Huangdi died. A new dynasty took control soon afterwards.

Benchmark Test 3

1. A
2. D
3. C
4. B
5. B
6. A
7. C
8. D
9. A
10. C
11. B
12. D
13. B
14. C
15. B
16. C
17. D
18. A
19. B
20. C

Benchmark Test 4

1. B
2. C
3. D
4. A
5. D
6. D
7. A
8. C
9. B
10. D
11. A
12. D
13. C
14. A
15. B
16. C
17. B
18. B
19. A
20. D

Final Outcome Test

1. D
2. A
3. C
4. B
5. A
6. B
7. C
8. D
9. A
10. B
11. C
12. A
13. C
14. D
15. B
16. D
17. A
18. C
19. B
20. C

21. Greece is a small, mountainous peninsula plus a large number of islands. Because people were separated by mountains as well as by water, they developed a number of small city-states rather than one large empire. There is little arable land, so the Greeks depended on trade rather than on agriculture to make a living. They sold their handicrafts, wine, and oil, in exchange for grain.
22. Greek religion was polytheistic. The Greeks believed that the gods looked like humans and were at work all around them, influencing daily life. Their religious ideas were described in myths, or stories about the creation of the world and about the gods. Students might give examples of some major gods, such as Zeus and his two brothers, Poseidon (god of the sea) and Hades (god of the underworld); Zeus's wife, Hera; Apollo, god of the arts and healing, and twin brother of Artemis, goddess of the woods and hunting; Aphrodite, goddess of love; Demeter, goddess of farming; and Athena, goddess of war, wisdom, and crafts.
23. The economic life of the empire during the Pax Romana was based on farming. Farmers in Italy and in the provinces grew grain. Farmers paid their taxes in grain. Huge amounts of grain and other farm products flooded into the huge city of Rome and were shipped throughout the empire to feed the armies. At the same time, a stable currency and Roman control of the Mediterranean, made trade safer and more profitable than ever before.

24. The excellent Roman roads made it easy for people and ideas to travel across the empire. A common language, Greek, made it easy to preach to people in many different places. With its belief in the equality of all people, Christianity appealed to those who had little status in Roman society, such as women and slaves. Finally, persecution of Christians by the Roman government made some people cling to their faith. Students' rankings will vary, but should be based on logical reasoning.
25. Athenian democracy was direct democracy, in which every free male citizen had a voice. The Roman republic as originally conceived was primarily a patrician institution, although over time it allowed for more participation by plebeians. The Tribal Assembly was the only part of the government that plebeians dominated. Students should give some additional details about the number of branches of each type of government. Students should also draw a conclusion about which type was more democratic, giving a reason such as the number of citizens who could participate.

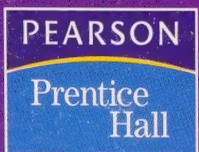
AYP Monitoring Assessments



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